

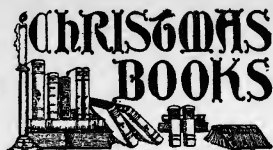
THE  
Juvenile Instructor

VOL. 55

NOVEMBER, 1920

NO. 11





NOW is the time to buy  
Christmas Books—  
the gift that is always ac-  
ceptable. Write for list  
of appropriate Gift Books.

## A Specialized Service in Juvenile Books

In our new and commodious quarters at 44 East on South Temple Street, we have arranged a special department of juvenile books and put it in charge of a recognized specialist.

Here we show all the best and newest books for children, as well as all the old classic volumes, dear to every child's heart. Assorted and classified according to juvenile ages. Simplifies selecting the books best suited to various groups.

We are prepared even to help you select books suitable for any particular girl or boy—the kind just right to meet the personal taste.

The WEEK beginning NOVEMBER 15 is juvenile book week throughout the United States. Give a special thought to the culture and training of your children. Stimulate more and better reading in the home.

Let us help you.

*Make free use of our Juvenile  
Book Department.*

### DESERET BOOK COMPANY

44 East South Temple  
Salt Lake City



# JUVENILE INSTRUCTOR, VOL. 55, NO. 11

Published the first of every month. Price \$1.50 a year, payable in advance.  
Entered at the Post office, Salt Lake City, as Second Class Matter.  
Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on July 8, 1918.  
Copyright, 1920, by Heber J. Grant, for the Deseret Sunday School Union.

## CONTENTS FOR NOVEMBER

### MISCELLANEOUS

Independence, Missouri, Sunday School.....	Frontispiece
Ramblings Around Independence. (Illustrated).....	Howard R. Driggs 539
True Pioneer Stories—The Call of the Gold.....	Miriam Wells 543
Training Little Children. Stella Clapsaddle.....	546
Open the Door. (Poem).....	547
Carrie's Discouragement. Ezra J. Poulsen.....	548
Stepping Stones—A Trying Hour.....	Newel K. Young 550
Ririe Ward Sunday School, Idaho.....	551
Walk Ahead (Poem).....	Margaret E. Sangster, Jr. 554
Sunday School of Magrath, Canada.....	554
Magna Ward Sunday School, Utah.....	558
Pinecrest Sunday School, Emigration Canyon.....	560

### EDITORIAL THOUGHTS

Religious Education.....	552
A Curious Census.....	553
Your United States.....	553
Threads of Thought for Thanksgiving.....	554
Topic of the Times.....	Horace G. Whitney 555

### SUNDAY SCHOOL WORK

Sacrament Gem and Concert Recitation for January, 1921—Courses of Study.....	559
--	-----

Secretaries' Department—Reports—Sunday School Census—Minute Books.....	561
Librarians' Department—"Aids to Class Efficiency".....	562
Choristers and Organists' Department—Marches and Marching.....	562
Parents' Department—Work for December.....	564
Theological Department—Lessons for January, 1921.....	566
Second Intermediate Department—Lessons for January, 1921.....	568
First Intermediate Department—Lessons for January, 1921.....	572
Primary Department—Work for January, 1921—Seeing Ahead.....	575
Kindergarten Department—Lessons for January, 1921.....	576

### CHILDREN'S SECTION

Elf and Fairy Folk—The Elf of Candor.....	Ruth Moench Bell 577
Happyland.....	H. Oxley Stengel 581
Emily's Questions.....	583
The Busy Man (Poem).....	W. H. Willis 583
The Children's Budget Box.....	584
The Puzzle Page.....	589
Prindy and the Wishes.....	590
The Funny Bone.....	592

## MAKE EVERY DAY COUNT



Don't procrastinate or delay.

Action is the law of success.

Decide at once that you will enter our classes next Monday and begin your preparation for a worthwhile career in business.

Employers generally prefer our graduates when they can be obtained. The reputation of the school is a valuable asset to ambitious young men and women. Our individual methods of instruction insure most rapid progress. Join us next Monday.

**L.D.S. Business College**  
SALT LAKE CITY

Day and Evening Sessions  
All the Year

# Happy Moments

—are those when the boy, any boy, opens the box containing a suit of

## Sampeck Clothes

THE STANDARD OF AMERICA

Bought at Gardner & Adams Co.  
He knows the appearance he'll  
make in them, and the wear and  
tear he can put them to without  
injury.

*Buy Good Clothes—it makes  
buying come less often*

Utah's Greatest Clothing Store

## Gardner & Adams Company

Kearns Building,

Salt Lake City



Ask your dealer for

## Z. C. M. I. Factory School Shoes

Watch for our new line made of Black  
Kangola Stock. They will give you splendid  
satisfaction.

Z. C. M. I. Factory

## Overalls

Dont' Rip—they are splendidly made by  
Utah girls in a sanitary work-shop.



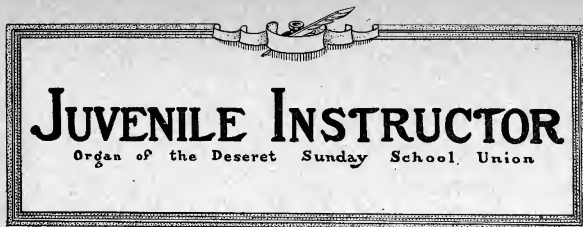
SAY THAT YOU SAW IT IN THE JUVENILE INSTRUCTOR





SUNDAY SCHOOL OF THE INDEPENDENCE BRANCH, CENTRAL STATES MISSION

William J. Salisbury, Superintendent; Lester Shafer and Edward Nazer, Assistants.



Vol. 55.

NOVEMBER, 1920

No. 11

## Rambling Around Independence

*By Howard R. Driggs*

Independence is a name filled with sacred significance for the Latter-day Saints. This historic town in Jackson County, on the western boundary of Missouri, connects in a most vital way with both the past and the future of the Mormon people. It was here that some of the bitterest of their persecutions began; and here it is that they hope some day to establish their center Stake of Zion with its holy temple.

The fondest dream of many an old Utah pioneer was to be privileged to return to Jackson County and take part in this great work. Like the Children of Israel held captive in Babylon they longed to return to the land of their inheritance and help carry forward the purposes of the Lord. Their children naturally hold that desire of their parents and grandparents as a dream that will yet be fulfilled.

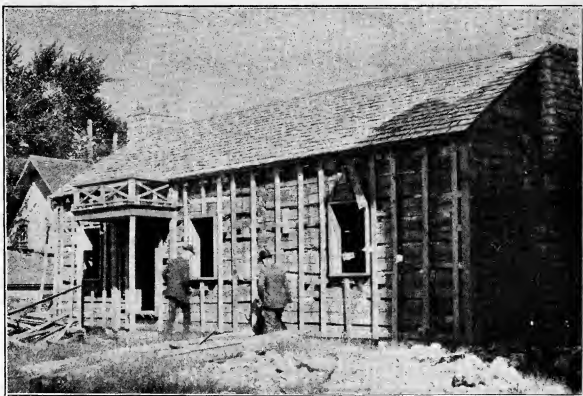
In a quiet way its fulfillment is already being accomplished. The Latter-day Saints are even now re-established in Independence. A growing young branch of the Church and one of the strongest of the Missionary headquarters is there. In Independence also is published "The Liahona"—the official organ of the Missions. Thus out of this city is the Gospel

message being radiated to all the world.

The Independence of early days was strikingly different both in appearance and spirit from the quiet city one finds there today. When the Mormon missionaries to the Indians—Oliver Cowdery, Parley P. Pratt and Ziba Peterson—passed through the place in the early thirties, Independence was a wild frontier town. It stood then at the rough edge of civilization, on the borders of the Indian lands and on the Santa Fe trail. Naturally it gathered to itself a great many adventurous and outlaw spirits.

Besides this, it was a battle ground between the slave-owners and their free-soil folk. Missouri, by the Clay Compromise Bill, had been admitted into the Union as a slave state. Kansas, just over the line, was yet a territory. The struggle that was to decide whether Kansas was to be slave or free territory was growing fierce and bloody.

Into this hot-bed of political and social strife Mormonism was brought with the zeal that characterized its earliest believers. The result might easily have been foretold; it was like fat to the fire. The new creed received a fiery reception. Tragic per-



REAR VIEW OLD JACKSON COUNTY COURTHOUSE AT INDEPENDENCE

Being restored by Historical Society for preservation. In this house Joseph Smith and other Latter-day Saint leaders of early days were tried.

secutions were heaped upon these freedom-seeking, God-fearing folk until they were finally driven from their new homes out into the wilderness.

The memory of their bitter sufferings was keen and lasting in the hearts of those that lived through them. They found expression in the songs and stories of the pioneers for many years. Aunt Cordelia Morley Cox, I remember well, used to tell us children how her father and his family were driven with other Saints across the river into Clay County. "And there," she said, "we lived on the clay bottoms, in our rude huts, shivering through the winter with only parched corn to eat. There were not well enough among us to take care of the sick."

These mobbings did not cease until the Mormons were all driven out of Missouri. Those tragic trials, however, are past; nor should they be called up with bitterness; they were

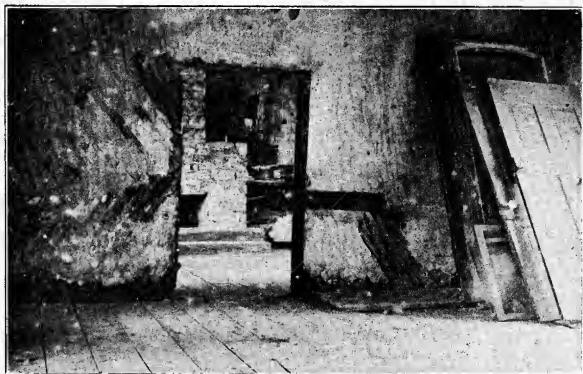
simply part of the great program, it would seem. Certainly through them the Church was tried and tested and not found wanting

A very different spirit prevails today in Independence. The fair-minded people there and elsewhere in the state treat the Mormons with kindness and respect. "We are glad to have them among us," a prominent lawyer of Jackson County recently told me. "They make good citizens, they pay their debts and live clean."

It has been my privilege, on several occasions, to visit Independence and ramble about the old landmarks. These, I notice with regret, are gradually growing fewer. An effort, however, is now being made by the historical society to preserve the remnants.

The old Jackson County courthouse is at this time being rescued from complete destruction, and restored, as near as may be, to its original condition. In this building the Prophet





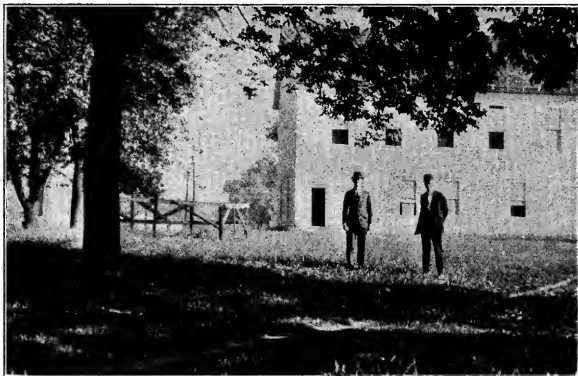
INTERIOR OF OLD JACKSON COUNTY COURTHOUSE NOW BEING REMODELED

In these rooms the Trial of the Prophet Joseph Smith and other leaders took place.

Joseph and other leaders were repeatedly tried and dismissed for want of any evidence of wrong-doing. Near this building also, I was told, Ed-

ward Partridge, the presiding bishop, was tarred and feathered by the mob.

A monument, erected by the historical society on the grounds of the



TEMPLE SITE, INDEPENDENCE, MISSOURI

Church of "Hedrickites" on these grounds which have been dedicated for the building of a temple.

new courthouse, marks the old Santa Fe trail which passed by the spot. Cabins and other landmarks along the trail are also being preserved and marked.

One spot of special interest in Independence is the Temple Grounds. These still remain unoccupied except by the big barn-like building erected by the "Hedrickites," or "Church of Christ," as they are officially called.

During my recent visit to Independence I attended the morning services of this Church. A handful of elderly

people—twelve in number—had gathered. Their worship, consisting of song and testimony bearing, was characterized by simple faith; but a tone of discouragement ran through the talks, I felt.

After the meeting I visited the Sunday School held in the Latter-day Saint chapel. This organization is full of promise. The work is being carried forward with vigor along the lines laid out by the General Board. Zion surely is growing in this long ago home of the Saints.



STONE MARKING OLD SANTA FE TRAIL  
On Courthouse Square, Independence, Mo.



Contributed by Daughters of the Utah Pioneers

## The Call of the Gold

By Miriam Wells

They say, mother, that they just stand at the bottom of the hill and catch the gold as it rushes down the streams. One man told me that his father picked up five hundred dollars in a couple of hours, and he traveled all the way from New York to do it, too, and here we in Salt Lake aren't taking advantage of our opportunity, but just sticking here on our farm without any chance of ever finding gold." His eyes revealed his disgust as he watched his mother fish out the sizzling doughnuts from the pan of boiling grease. "It's a shame, that's what! Think what it would mean! Five hundred dollars in two hours! In a day you'd have, why, you'd have three thousand dollars if you worked twelve hours, and anyone would be willing to work eighteen hours before resting, at that rate. And at eighteen hours, there'd be four thousand five hundred dollars, and with thirty days in a month, let's see, thirty times four thousand five hundred, why—" he hesitated, his brows wrinkling. "One hundred and thirty-five thousand dollars, just think of it! That's more than Father'll make in a thousand years on this farm."

"Have a doughnut, Joe." His mother extravagantly coated one in sugar and held it out on the fork. Then smiling as she watched him finish the hole she had left in the middle, she added, "There may be lots of gold down

there, but you couldn't get a doughnut half as good as that one. So forget all about it, Joe, that's a dear. We can't possibly let you go, that's all there is to it."

Joe picked out another hot doughnut and ate it hungrily before he answered. Then he said, hurriedly swallowing his last bite, "Of course, I want to please you, but I've got to break away sometime, and when a fellow's eighteen, it's about time he cut out the apron strings. John Timothy's leaving tomorrow morning at six, for he thinks Thanksgiving will be a good day to start on, and it will be the last camp through this winter, and if I wait the gold's like to be all gone by spring—"

His mother wanted to smile, but instead she interrupted apparently seriously, "the gold will last until summer, any way, Joey, I'm sure. But all the same, I don't want you to go. Your place is here on the farm."

But Joe was not to be put off so easily, "I could come back and get you and father when I'd picked up my share," he went on, "but it's just as John said, you've got to get there early in the game or some one else will take your share. He's been nice enough to say I could go along with him, and all I have to furnish besides a few provisions and blankets is one pack mule, and he'll even let me go if I can't get the mule. He's made the trip once before, so he knows all about the road and everything, and he says we've got to hurry and get out of the Sierras before the snows set

in. And you know the danger of delays. Why we might find all the gold gone."

"Have another doughnut, Joe, and as I told you before dismiss it from your mind, for you're not going. Your father told you that this morning."

So Joe took his mother's advice and let the subject drop as far as she was concerned. But not in his own mind, for he was determined to go if he had to run away. A train of emigrants on their way to El Dorado had stopped in the valley for a few days to rest up their horses and pack mules and try to exchange some of them for fresh ones of the "Mormon" settlers. Joe had listened to their stories of gold until he saw California as the one opportunity, and he couldn't understand why his mother and father refused to let him go. In fact, he wondered why they didn't pick up their possessions and join the train of emigrants themselves. The more he thought of the piles of gold he was told were waiting for him in the far west, the more wonderful California appeared to him, and he finally decided he would run away. He would be able to repay his mother and father for all their worry when he returned with his pockets lined with gold, he argued to himself, trying to appease his conscience, and he imagined himself giving a velvet dress to his mother, a tailor made suit, fresh from the New York shops, to his father, and saw himself magnanimously distributing out the good things of this life earned with the gold he would pick up in California.

It was early Thanksgiving morning that Joe slipped quietly from his room into the kitchen. He was carefully dressed, and had a bundle of clothes, neatly wrapped in a thin pair of blankets he had borrowed from his bed. Softly putting his bundle on the steps just outside the door, he returned, and lighting a candle, carried it with him into the store room. He looked around him to see what he could take in the line of eatables that would carry

well. The light from his candle threw a yellow glow over the familiar walls and shelves, walls and shelves which he, himself, had helped his father to build. Six pumpkin pies stood in a row in front of him, near a couple of large spice cakes, while in the window three chickens reposed coldly on the platter, waiting for the oven's heat to transform their stiffness into juicy tenderness.

A crocker of rasin cookies and doughnuts were on the shelf behind him, and in the furthest corner a large pile of potatoes and turnips stared solidly at him.

As he looked at the array before him, ready for the day's feast, he remembered the Thanksgiving of a year ago. They had just moved from the stockade into their cabin which he had helped his father to build on their "inheritance" in the "Big Field." There had been no wonderful dinner that year in spite of their thankful hearts, for the emigration of 1848 had brought over two thousand extra people into the valley to feed and house, and the pioneers who were already settled shared all they had with the new-comers. His fingers touched the crust of the pie in front of him. "Mother's sure worked hard," he exclaimed to himself. Then he remembered how she had promised them last year that she would make up for their scanty celebration when the crops were planted again and harvested. It was for that reason that she had insisted upon planting pumpkins between the rows of corn, "just to have pies for Thanksgiving," as she said. He wanted to take one, but instead, hastily turned his attention to the cookie and doughnut jars, and began to fill his sack, which he had made out of a worn pair of overalls. The doughnuts and cookies were followed with two loaves of bread, together with a large piece of cheese, which he found in the corner.

"Butter won't keep," he said to himself, passing it by, "and it isn't fair

to cut the cake or pie, even to take a fields, leaving the little log cabin piece now." So he turned to the vegetables at his side, and picking up another sack of the same material, he filled it with potatoes and turnips. Then, giving one longing look at the pies before him, he determinedly gathered up his sacks, blew out the light, and quietly made his way from the house.

In the middle of the field, he turned for one last look at the cabin, which stood out blackly in the dusk of the early dawn. For a moment he hesitated. In place of the gold in California, he could see the golden pumpkin pies on his mother's table, and the gold of those pies was threatening to spoil his gold dreams of the far west.

"I'm a thankful fellow, I am, not to stay and show mother I appreciate those pies, and if I go, the rest will have such a lump in their throats, they won't be able to show her they are grateful, either." Then the pies faded for a moment, and he saw a stream rushing down the hills of California, on every wave a nugget of gold, and as his hand rubbed against the emptiness of his pocket, in his mind he could actually feel the little hard pieces which he would bring back to the family. He hesitated no longer, but started on a dog-trot across the

behind. Just before he reached the fence, he stumbled and fell, and in a moment found he and his bundles nicely deposited on the ground. Investigating the cause of his fall, his hand touched the smooth surface of a pumpkin, half covered with dirt and frost, and as he drew it from its hiding place, he almost laughed aloud. But as he rose from the ground to gather his bundles and resume his journey, the laugh was replaced with a groan of pain as his right foot touched the ground. Again and again he tried to walk on it, but each time the pain made him give it up as useless, and as he sank back on the ground in disgust, he exclaimed to himself, "Sprained, as sure as I'm alive." Then he added a little sarcastically, notwithstanding the note of relief that was discernible in his voice, "Well, it's goodby gold for me now, I guess."

A few minutes later as he hobbled back over the field, he again saw the row of golden pies waiting for him, and glancing over his shoulder at the pumpkin, mockingly reposing like a heap of gold in the early dawn, he said aloud, "Well, I ought to stay and show her I'm thankful, anyway."

### Questionnaire

Are you leading the higher life, or do the lime lights of fame and the gild of gold deceive you?

Do you know that neither your material status nor your bodily lineament determine your caste?

Do you realize that the soul knows no limitations and that you may tread the decline to depravity or climb the mount to transfiguration?

Do you know the distinctive setting between classes is drawn alone by intelligence of mind and warmth of hearth?

Knowing these things are you leading the higher life?

ADDIE SAVAGE PACE.



# TRAINING LITTLE CHILDREN

Suggestions by mothers who have been kindergartners. Issued by the United States Bureau of Education, Washington, D. C., and the National Kindergarten Association, 8 West Fortieth Street, New York.

**There Should Be More Directed Handwork in the Home—This Supplies the Imperative Need Which the Child Feels for Self-Expression.**

*By Mrs. Stella Clapsaddle.*

We often hear mothers lamenting the fact that there is no kindergarten in their neighborhood. They are intelligent enough to know what a benefit a kindergarten training would be to their children, but are not aware that many of the methods used in the kindergarten may also be employed in the home.

This is particularly true of kindergarten hand-work, which composes a sort of elementary manual training course. For hand-work in the home it is not necessary to expend much time, labor or money for materials; indeed, they may nearly all be obtained in the home.

Plastic clay or equal portions of flour and salt worked into a plastic dough may be used to advantage. The child should begin by reproducing simple objects he sees about him, or he can create from his own imagination. Give the clay into the child's hands and let him do what he pleases with it. He will find plenty to do and greatly enjoy this occupation, besides

unconsciously expressing some of his own ideas concerning which it will be valuable for the mother to know. Later on the child may be led to organize his ideas of form by being shown how to make a ball or other geometric form and with slight remoulding change it into an apple, pear or other similar shape. This should never become drill work and the adding of bits of clay is more easily done than the pressing into shape of a mass of clay. But a perception of the geometric structure of all form is a part of the art world.

Paper-folding is simple, and an occupation which the child can easily manipulate himself. Give him a small, square piece of colored wrapping paper, have him bring opposite edges together, and then fold through the center, once. This will make a book which he can play he is reading or singing from, or he can call it a scrap-book and paste pictures in it. Folded twice, the piece of paper makes a nice little square handkerchief which has just been ironed and is ready to put away. Next the paper may be opened out, and it will be seen that the two folds cross at the center. The corners may be folded to this center, one at a time. When three corners are folded in, it looks like an open envelope; after the last corner is folded in, the envelope is closed, and the "letter" is ready to mail. With a little ingenuity many other objects may be made by folding paper in different ways.

Cutting pictures from old magazines is one of the joys of child-

hood. To be able to do this well, the child must learn to use his eyes and his hands skilfully. It is splendid training, and cultivates patience and concentration as well as skill. If these are mounted in a scrap book it adds to the pleasure. Painting is also a joy to the boy or girl. Through this medium the different colors may be taught and appreciation of color can be developed.

Drawing becomes a source of great pleasure and profit to a child. Suggest that he begin by drawing something with which he is perfectly familiar. In the kindergarten the little child generally wants to draw a ball, which he can make with a simple rotary motion. It very soon occurs to him to make two balls on his piece of paper, perhaps two large balls, or one large and one small one. Because the ball he plays with has a string attached to it, he may next add a string to his drawing. Then someone discovers that it is possible to use different colors, one for

the ball and one for the string. And, marvelous discovery, turned upside down the balls with their strings are like flowers on stems. It is not surprising to see the next step quickly follow, of adding little leaves to the stems. After this perhaps a bird or butterfly may be included in the drawing, and so on. These are merely suggestions as to how to help his vague beginnings to become definite objects.

Stringing beads, buttons, seeds, spools, or anything else which can be strung will always hold the child's interest, and familiarize him with color, form and number, separately and in combination. A long bodkin is a good needle for this purpose.

With a little time and ingenuity spent in getting these various occupations started, any mother can direct the activities of her child into many educational channels, and supply the imperative need which the child feels for self-expression.

### Open the Door

Open the door, let in the air;  
The winds are sweet and the flowers are fair.  
Joy is abroad in the world today;  
If our door is wide, it may come this way.

Open the door, let in the sun;  
He hath a smile for every one.  
He hath made of the raindrops gold and gems;  
He may change our tears to diadems.

Open the door of the soul; let in  
Strong, pure thoughts, which shall banish sin.  
They will grow and bloom with grace divine,  
And their fruit shall be sweeter than that of the vine.

Open the door of the heart; let in  
Sympathy sweet for stranger and kin.  
It will make the halls of the heart so fair  
That angels may enter unawares.—*British Weekly*.

## Carrie's Discouragement

*By Ezra J. Poulsen*

"I'm sick of this everlasting hurrying, and working, and never getting done. I'll just have to give up and quit school. Pa and the kids don't care how much work they make, and they don't appreciate a thing I do."

With this outburst of discouragement, seventeen-year-old Carrie Walters flung herself into her coat, grabbed her school books, and rushed from the house, and up the street to the corner, where the big school car was waiting. As usual she was late, and a half dozen young voices shouted a gratuitous "hurry up," as she approached. Breathlessly she clambered in; and with difficulty found a seat, just as the machine idled off down the road.

In the midst of the laughter and conversation that followed, Carrie, with flushed face and aching heart, maintained an indifferent silence. For two years she had been going over the long seven miles to the Central High School, in the same car, with the same group of boys and girls; and she reflected bitterly that every day had been a tiresome struggle, a misery. Her mother's death the summer before she entered high school had left her with the responsibility of the entire family, consisting of a father, two younger brothers, and two baby sisters. The work at home was enough to tax her strength, but heroically she had kept up with her school work, though with increasing difficulty, until she was now ready to give up the effort. It was bad enough to work so hard, she thought; but to go to school constantly with lessons only half prepared, and to be taunted daily for being late was too much.

"Cheer up, Carrie," ordered Bessie Aldrich, carelessly. It was just like

Bess, who had never known a care in her life.

"Oh, I'm cheered up all right," defended Carrie, trying to smile. Mentally she saw how cheerful Bess would be in her place.

"Not worrying about that botany exam.?" questioned Bob Hansen. Bob's greatest trial was his botany, and naturally he assumed that others had the same trouble.

But Carrie was not thinking about the botany examination, though subconsciously she knew that she needed to.

"Tut, Bob, shut up about the botany." This time it was Danny Nelson who spoke. Carrie's spirit revived a little, for she liked Danny better than the others.

All day at school she continued to be down hearted. It seemed to her that her lessons were even more poorly prepared than usual, and this added to her unhappiness. At the morning assembly the Principal delivered a short talk, in which he roundly scored students whose work showed a lack of application. Carrie took it all to herself, for she felt sure that he put her in that class. "I know he means me," she whispered nervously to Beth Williams, who sat beside her.

"Nonsense," returned Beth; "Why should he mean you?"

But Carrie was not comforted; and though she chatted gaily with the girls as they left the assembly room to go to the next class, there was a weight on her heart that would not be lifted. Occasionally during the day she thought of her mother, from whom she had received her eager desire for an education; and she felt a little disturbance of conscience, knowing how that dear parent would have grieved to see her stop school; yet she left



that afternoon with a firm determination not to go back.

It was a tumbled, disorderly house that awaited her that evening upon her return. The little girls were cutting paper dolls, and the dinner dishes were piled high on the kitchen table. Feeling the burden of her responsibility, she rushed into the small down stairs bed room to remove her wraps. Knowing the task was before her, she was eager to get at it.

There was time enough, however, to tarry before a gilt framed picture on the wall. Carrie looked longingly at the sweet face behind the oval glass. It was so easy to imagine that the real flesh-and-blood mother was there. "Mama, I quit today," she murmured between dry lips. "I just had to, that's all. I couldn't do it. I know, mother mine, you'll understand." She choked back a sob, and hastened out to her work.

Household disorder soon succumbs to the womanly instinct for order and cleanliness, so it was not long before Carrie had brightened the entire interior, and had supper, hot and steaming, on the table.

"Come here," shouted Bob, her oldest brother from the yard. Carrie went to the kitchen door, and was grabbed by two husky youngsters; and before she could think, her two brothers were waltzing her around the yard.

"Let's give her a cold face wash," cried Ollie, and Bob agreed. Nor did her remonstrances avail. They gleefully dragged her to the pump, and began dousing water on her, with boyish thoughtlessness.

"Oh, boys, stop." She was breathless when she broke away from them, and ran back to the house. The gauge of her emotions registered a few more degrees of depression.

A few minutes later she called her father and the boys into supper. They came noisily, and she noticed that their shoes were not the cleanest.

While they washed she supervised the toilet of her little sisters.

"Daughter, you're a real good cook," complimented Mr. Walters, after the meal. "You're gettin' more like your mother every day." A sigh escaped his lips; but placing his hand on Carrie's shoulder, he quickly passed through the shadow. "How are you gettin' along in school?"

Carrie started. "Oh, terrible, papa; I'm not going any more." Then overwhelmed by the burden of her discouragement, she burst into tears. Her grief caused a feeling akin to consternation to come upon the family. They gazed at her speechlessly, and the little girls seemed almost ready to join her in crying; even the big boys looked humble; yet no one dared to encroach upon the sacred precincts of her sorrow by interrupting.

Presently it was her father who spoke. "What's been the matter with you, my dear?"

It was with great difficulty that Carrie sobbed out her unhappiness to her father; but when she had succeeded, it was a relief to her and a revelation to him.

"I've been thinkin' all day that we'd have to be a little easier on you." He stroked her glossy brown hair, with an air of paternal pride. "Yer jist like yer ma; you look like her, and yu'l work till yu drop, which was what she'd do. We ain't, ain't been showin' yu how much we appreciate yu, Carrie. It was the same way with yer ma. I ought to a told her more than—" The big man's voice quivered and became silent.

In the next instant Carrie was in her father's arms. It seemed to her that she had come to him from across a wide gulf, and she was so happy she could hardly breathe.

"Now, my darlin'," she heard him say; "You go back to school. Yer ma wanted yu to go, and I want yu to go. We'll fix it some way so it'll

be easier for you." Her baby sisters came up to her in mute expression of their affection, and the boys patted her cheeks playfully, while they urged her to "cheer up." Carrie realized that she was surrounded by a veritable wall of love, though she had thought no one cared.

That night before going to bed, she looked up at the picture in the gilt frame. "Mother, dear, I was tired

and mean today. Don't you believe a word of what I said awhile ago. I'm going to keep right on. Papa wants me to, and so do you, don't you, mother mine?" In her happiness, Carrie almost thought that the tender face in the picture beamed with a smile; and it came to her like a revelation that life's burdens are lightened by love.

## Stepping Stones

*By Newel K. Young*

### III.—A TRYING HOUR

Have you ever noticed how even very young children become alarmed and awfully anxious when anything goes seriously wrong with their mothers? The fear and anxiety I suffered on such an occasion thirty-seven years ago lives vividly in my memory yet.

The summer I was six years old, while we were living in Grandmother Knight's home in St. George, mother was suddenly stricken sick. Her suffering was terrible—in fact the pain was so severe that she could hardly speak. Frantic with fear we ran to the nearest neighbor's for help.

The good woman who came could do nothing for mother. Other women were called—but in vain. Soon one of them called to me, "Newel, run to the store for Brother Eyring! Tell him your mother is dying!"

Running with all my might I raced into the store breathless and wild with fear and excitement. Every little detail of this incident burned itself into my young soul so that it stands out

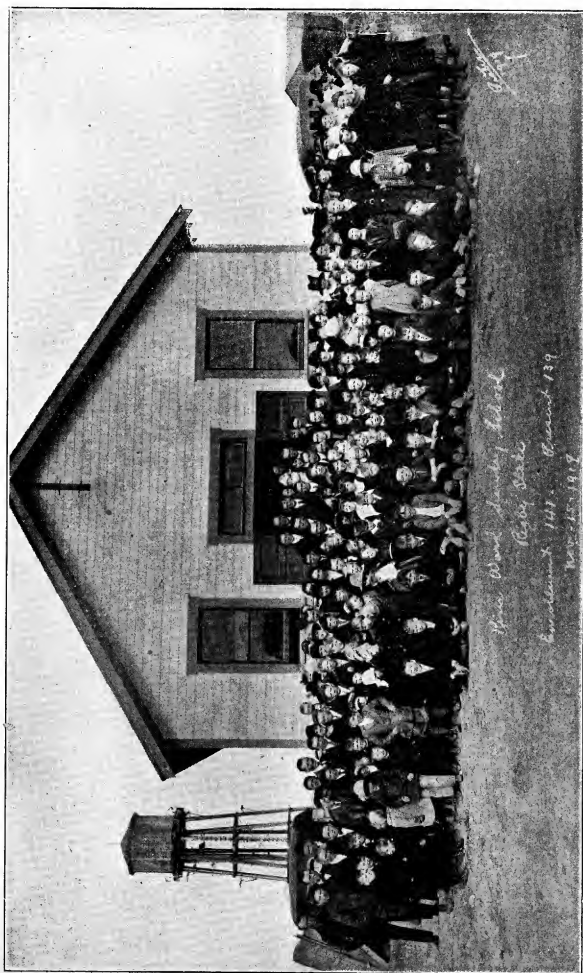
fresh and bold today. I tried in vain to keep back the tears! In spite of myself I was crying aloud as I appealed to Brother Eyring to run to save mother. He handed me a large stick of candy. I sobbed out, "I don't want candy, I want mama to live."

Taking my hand in his big, warm, soft palm Brother Eyring said, "Don't cry, my little man, your mother will be all right." The comfort and hope that this gave to my troubled heart is past understanding. Years afterwards during my youth and early manhood in Old Mexico where I occasionally met Brother Henry Eyring, I always thought of this when I saw him.

I stood by hushed and breathless catching eagerly every word spoken, while Brother Eyring and the Elder he had brought with him anointed and blessed mother.

As they said Amen and removed their hands from her head she arose, exclaiming, "Thank the Lord! I am well!"

Yes, it was so. She was instantly and wholly healed.



Ririe Ward Sunday School  
Rigby Stake  
Enrollment 1447. Receipt 139  
Nov. 15, 1918

RIRIE WARD SUNDAY SCHOOL, RIGBY STAKE, IDAHO

# EDITORIAL THOUGHTS

## JUVENILE INSTRUCTOR

Organ of the Deseret Sunday School Union

PRESIDENT HEBER J. GRANT, Editor  
GEORGE D. PYPER, Associate Editor  
T. ALBERT HOOPER, Business Manager

Published Monthly  
Price \$1.50 a year, payable in advance

Entered at the Post Office, Salt Lake City, as  
Second Class Matter.

Acceptance for mailing at special rate of postage  
provided for in Section 1103, Act of October 3,  
1917, authorized on July 8, 1918.

Copyright, 1920 by Heber J. Grant, for the  
Deseret Sunday School Union.

### Officers of the Deseret Sunday School Union

DAVID O. MCKAY.....General Supt.  
STEPHEN L. RICHARDS.....1st Asst. General Supt.  
GEORGE D. PYPER.....2nd Asst. General Supt.  
JOHN F. BENNETT.....General Treasurer  
LAURENCE W. RICHARDS.....General Secretary

#### MEMBERS OF THE GENERAL BOARD

David O. McKay	Nathan T. Porter
Stephen L. Richards	Milton Bennion
George D. Pyper	Edwin G. Woolley, Jr.
Hugh J. Cannon	Charles H. Hart
Andrew Kimball	Joseph Ballantyne
John F. Bennett	J. Leo Fairbanks
John M. Mills	J. W. Walker
Seymour B. Young	E. G. Gowans
George M. Cannon	Adam S. Bennion
Horace H. Cummings	Edward P. Kimball
Josiah Burrows	Tracy J. Cannon
William A. Morton	T. Albert Hooper
Henry H. Rolapp	Alfred C. Rees
Harold G. Reynolds	Robert L. Judd
Charles B. Felt	Charles J. Ross
George H. Wallace	Frank K. Seegmiller
Howard R. Driggs	George N. Child

#### DEPARTMENT ASSOCIATES

Florence S. Horne	Ina Johnson
Bessie F. Foster	Mabel Cook

SALT LAKE CITY, - NOVEMBER, 1920

### Religious Education

The Church, at present, is devoting a large sum of money annually to the religious education of its youth. Such an education is intended rather more to promote faith than to extend knowledge on theological subjects. What we must be if we fill our God-

ordained mission in the world, is a people devoted to the great work of the latter days. What we do is more important than what we learn. It is very true that we should all be able to give a reason for the hope within us, but our schools should be faith-promoting. They should prepare our young men for active work in the Priesthood, for missionary work abroad and for that family life which shall have as its highest conception, the worship of God.

Our religious work should be taken in a spirit of aggression. We should have before us certain positive attainments which we should endeavor to reach. Every young man or woman who is thoroughly educated in the faith will have the missionary spirit at home as well as abroad. He or she will work constructively for the up-building of the Church. It is, therefore, our first duty to take a positive attitude in regard to our religious duties. An indifferent spirit, a passive attitude, are not the highest ideals of our Church school education. Our young people should prepare themselves in the knowledge of their religion, but above that, they should prepare themselves in carrying out actively what they have learned.

There is also a negative side as well as a positive side to our religious education. There are things that our young people should be taught not to do. In this age of innovations and temptations, they should be warned against the evils that are sure to beset them in life. They should increase their powers of resistance and learn to discriminate between tendencies in life—tendencies for good and tendencies to evil. They should learn to

scent danger from afar and our Church school teachers should be prophetic in vision and learn all they possibly can of coming events. The Spirit of God will help our teachers to the needed visions of the on-coming, new and surging life that is ahead of us. It is well to know the history of the past, but we shall have to live in the future. The spirit is more valuable to us than experience.

Religious education in our Church schools will fail to accomplish its divine purpose if our teachers are not faith-promoting, aggressive and at the same time, humble in their desire for divine guidance.

### A Curious Census

There recently appeared in one of the publications of the United States, the following census taken from an apartment house district:

"Two babies, 21 dogs and two servants."

This was from one hundred apartments. These evidences of race suicide go in hand with the ever-increasing number of divorces and family dissention.

Apartment life is taking on an increased practice among all classes in Salt Lake City. In other cities and towns it is not of so great a consequence, but in view of the dangers that such life brings to our cities, the people in the country must be on their guard lest the pernicious effects of apartment life reach our smaller communities.

People are often heard to say that there are strong reasons for the limitation of child life, but we must not be governed by argument. We know from the spirit within us what are the God-given requirements and we should have faith to carry them out.

If we did only what we saw possible to accomplish, if we never took the second step until it could be meas-

ured, we should make little progress in this life, and do what is still worse, destroy our faith.

The argument is against every move that the Latter-day Saints have made from the days they left Kirtland. Argument would have forbidden the great pioneer march across the plains. If we lose our faith, we shall put fear in its stead. Let us trust in God and somehow the way will be opened. If we close our hearts to the promises and requirements of the Almighty, we shut ourselves off from His blessings. God and our country require an enlarged family life.

### Your United States

If you have a right to be proud about anything in the world, it is your country. See what a report from the Merchants' Association of Greater New York says the United States is doing.

With only six per cent of the population of the world, and only seven per cent of the land, it produces:

Sixty per cent of the world's supply of copper.

Forty per cent of the world's supply of lead.

Fifty per cent of the world's supply of zinc.

Sixty per cent of the world's supply of aluminum.

Sixty-six per cent of the world's supply of oil.

Seventy-five per cent of the world's supply of corn.

Sixty per cent of the world's supply of cotton.

Forty per cent of the world's supply of silver.

Fifty-two per cent of the world's supply of coal.

Forty per cent of the world's supply of iron and steel.

Twenty per cent of the world's supply of gold.

Eighty-five per cent of the world's supply of automobiles.

Twenty-five per cent of the world's supply of wheat, refines 80 per cent of the copper, and operates 40 per cent of the world's railroads.—*Unindentified.*

### Threads of Thought for Thanksgiving

Offer thanks and give thank-offerings.

Kind wishes are good, but good deeds are better.

Be like the harvest of the year—good and generous.

Our deeds seal our words in the record of our lives.

Let words and deeds be the signal-lights of your faith.

The little acts of kindness count high in the book of remembrance.

If you have not gifts of gold to bestow, donate gems of kind words.

Give now to the living. You can

not send your gifts beyond the grave.

Heaven's twin angels, Love and Pity, whisper in our hearts, "Remember others."—*Selected.*

### Walk Ahead

If yer want to get ter somewheres,

Walk ahead!

Don't yer loiter by the roadside,

Playin' dead;

Walk, an' whistle when yer walkin',

Smile, an' do some friendly talkin',

An' you'll get there without balkin'.

It's been said

That a tortoise, fat and funny,

Beat a real swift-moving bunny

When they raced ter win some money,

An' I read

That he did it 'cause he follered

While the bunny slept an' wollerred

In the roadside, fer the tortoise

Walked ahead.

—*Margaret E. Sangster, Jr.*



SUNDAY SCHOOL OF MCGRATH, CANADA

# Topics of the Times

*By Horace G. Whitney*

## THE POLITICAL CAMPAIGN

Only a few days more remain of the great political campaign and then all the issues will be submitted to the ballot box for settlement. Possibly, before the receipt of this number, the result of the balloting will be known. Since the last review of national and local conditions was made, the country has been widely traversed by the candidates for president and vice-president, the Democratic leader, Governor Cox, having covered the Far West and the Republican nominee, Senator Harding, having varied his front porch campaign by making speeches in a number of large cities. The League of Nations continues the principal issue, with Governor Cox insisting on "going in" and Senator Harding favoring "staying out." The most decisive address made by the latter was in Des Moines, Iowa, when he said he was emphatically against the League. This sentiment is warmly approved by the adherents of Senator Johnson of California and Senator Borah of Idaho, both of whom are on the stump for Senator Harding and both of whom believe in "scrapping" the League. Another element supporting Harding and yet upholding the League is led by former President Taft and Herbert Hoover, who insist that the League can be saved, and who say that it is not the paramount issue in the present struggle. Women's organizations in California have wired Senator Harding that his Des Moines speech cost him 30,000 votes in California alone, and Herbert Parsons, former Republican state chairman of New York has announced himself for Cox on the League issue. On the other hand, German-American, and Irish-

American societies and newspapers, usually Democratic in their sympathies, are this year supporting the Republican candidates, because they are opposed to the program laid down by President Wilson. President Wilson's health will not allow him to make any speeches, but he has issued an appeal in behalf of the League of Nations and has given out correspondence showing that he counseled with Ex-President Taft during the Paris negotiations and accepted many of his suggestions.

National leaders of both parties, continue to pay especial attention to Utah, the struggle over the election of a United States Senator almost equalling in interest that over the election for President. Senator Reed Smoot, whose term is about to expire, is now touring the state for the Republicans. Senator William H. King is also making day and night addresses for the Democrats. Mr. Mabey and Mr. Taylor, candidates for Governor on the two tickets are conducting aggressive campaigns and speakers of national fame on both sides, including former President Taft and Senators Beveridge and Kenyon for the Republicans, Senator Shepard and Wm. G. McAdoo for the Democrats either have spoken or will speak in Utah on the great issues of the day.

## THE LEAGUE OF NATIONS

While this country is torn with dissension over the question of joining or not joining the League of Nations, that body continues in quiet but steady operation. On October 1st the state department at Washington announced that 34 nations were now members of the League and that 13 more had made application for mem-

bership. Among these are Argentina, Chile, Denmark, Norway, Spain, Sweden, Switzerland and Venezuela. Aside from Germany, Austria and Turkey, who were debarred under the Peace Treaty, the only nations of the earth who have not joined or made application for membership are Russia, Mexico and the United States. The two first named, owing to disturbed internal conditions, have not been invited to become members. The League now has its representatives in Poland taking an active part in negotiations for peace between Poland, Russia and Lithuania. A later report states that the League membership now consists of 41 nations.

#### RUSSIAN-POLISH PEACE

After seven months of bloody fighting in Poland and Russia, an armistice and preliminary peace treaty were signed to take effect at midnight October the 18th. Poland is a distinct gainer in the terms agreed on, a result due to aid from America in the way of supplies and from France in the way of arms and men. The Soviet hosts will now be free to turn their arm against General Wrangel, who is operating in the south of Russia. Some fears are felt that he may be overwhelmed, but he will still have active aid from France, and authentic reports from Moscow state that starvation and anarchy are threatening the Soviet government from within. England, too, has warned the Bolsheviks that her ships will fire on any Russian submarines encountered in the Baltic, and has demanded the liberation of English prisoners still detained in Russia.

#### BLOODSHED IN IRELAND

Daily and nightly assassinations of police and soldiers, with bloody reprisal against peaceful citizens, continue without interruption in many

parts of Ireland. Lloyd George still takes firm ground, and says, "A real murder gang is dominating Ireland." And that while England proposes to break it up, he is still willing to give the Irish self-government if they will only agree among themselves. The north and the south, however, still continue to be far apart in their views. Mr. George bitterly proclaims that the Irish were always in sympathy with Germany and that they were prepared soon after the war broke out to raise a huge force in Ireland "to stab Great Britain in the back when she was engaged in a life and death struggle for world freedom."

As we go to press, word comes that Lord Mayor MacSwiney of Cork, a Sinn Feiner, who began his fast in protest against his sentence, is dead, following his hunger strike of seventy-three days. His endeavor breaks even the record of the famous faster, Dr. Tanner, and there are many in England who doubt whether he may not have received secret sustenance from his family or his priest. This, however, is absolutely denied by his attendants.

#### ENGLAND'S GREAT STRIKE

Great Britain faces one more trouble in a strike of her coal miners, one million strong, who quit work October 16 over a question of wages. This is said to be the greatest strike in the history of industry. Should the railroad and shipping employees join the strike, which will be settled this week, it would amount almost to a revolution. Lloyd George has appealed to the people counseling calmness and economy in the use of coal, stating that England has faced greater crises and will weather this.

#### GREAT TEMPERANCE CONVENTION

One of the most notable conferences which has assembled in Washington of late years was held during the week of



September 20th when delegates from most of the civilized nations of the world met in the 15th session of the League against alcohol. Our government was last of all the delegates and gave them every opportunity to learn how prohibition had been achieved and was working in this country. Sir Auckland Geddes, British Ambassador, made one of the leading addresses and said his country was following the experiment here with the keenest interest. Scotland's representative reported a rapid growth of prohibition sentiment there and said local option would be adopted in many sections at next month's election. Wm. J. Bryan and Captain Hobson were among the principal American speakers, and even Mexico, and South American countries like Peru, Colombia and Chile sent representatives who told of the struggles against liquor in their states and of the tremendous influence the example of the United States had exercised.

#### THE WALL STREET DISASTER

Several weeks have elapsed since a terrific explosion in Wall Street, New York, killed 37 persons, injured 300 others and causes hundreds of thousands of dollars worth of damage, yet the origin of the explosion still remains a mystery. While the authorities firmly believe that the deed was the work of terrorists, no clue has yet been found that would lead to the detection of the guilty. The writer happened to be in New York several hours after the explosion took place and visited the scene next day. The excitement was tremendous, and the buildings near by, especially the Morgan bank, the U. S. Assay office and the Stock Exchange, looked as though they had been through a bombardment. Strange to say, the beautiful bronze statue of Washington, which stood right in the path of the explosion, bore no mark of injury.

#### POPULATION FIGURES

Many interesting facts continue to be revealed regarding the growth of our country as the 1920 census figures are compiled. The final total of the United States is 105,600,000 not including island possessions. New York state's final is 10,384,144, of which New York City contains 5,620,048, or over 50 percent. Texas maintains fifth place with 4,551,027 inhabitants. Idaho had an increase of 32 and six-tenths percent over the previous decade, and now stands 431,826, or 17,620 fewer than Utah. Both Utah and Idaho exceed New Mexico and Vermont; Mississippi is the third state to show a falling off in the last decade, Vermont being the first and Nevada the second. California's increase is the largest of any of the states, being 44 percent; with her total of 3,426,526 she has now outgrown Indiana and Georgia. A fact which is causing grave concern is that our cities are increasing in population seven and one-half times as fast as our rural districts, and that the majority of the population are now city dwellers.

#### PRESIDENT RESIGNS

The President of France, M. De-chanel, resigned on September 18th, due to long failing health. His retirement was greatly regretted by nearly all political parties in the nation. His successor is M. Millerand, former prime minister, an able and aggressive statesman who is noted for his unyielding attitude on the question of the German reparation. This long pending matter may be settled next month.

#### THE KAISER WRITING A BOOK

A Berlin dispatch states that the former kaiser in his Holland retreat is writing a "political testament" the central idea of which is a justification of his course as ruler of Germany.

in the eyes of the world. The "testament" is not to be published until after his death. The ex-*kaiser* it is said is again in good health. He has shaken off his spell of extreme depression and displays something like his old-time buoyancy of spirit.

#### THE RECENT CONFERENCE

The semi-annual conference of the Church which closed Sunday, October 10th, was as usual largely attended; overflow meetings, in spite of inclement weather, being necessary to accommodate the throngs on the closing day.

The general verdict was one of pleasure and satisfaction over the nature of the counsel and instructions given by the Church authorities, and those who partook of the real spirit of the conference can not fail to be benefitted thereby. The special stress laid on the necessity for charity, forgiveness, brotherly love, the withholding of judgment, the rendering of service to others was most timely. As the *Deseret News* observed after the conference: "These are days of differences,

disputes and controversies and unless men are careful these will lead to enmity and actual hatred. This should not be. An honest different of opinion, whether as to political principles and candidates or business policies, need not, and should not be permitted to degenerate into personal antagonism and animosity. There is something lacking in the character of men and women who allow these unfortunate traits and qualities to develop. Nor does even the high feelings of a heated political campaign justify the license to hurl epithets and revilings at an opponent, to disparage his honor and integrity or to accuse him of dishonest and ginoble motives. This applies, it goes without saying, to all alike, regardless of the political faction with which they may happen to be aligned."

In fact it will not be amiss to recall and emphasize the homely old proverb:

"There's so much good in the worst of us,

And so much bad in the best of us  
That it ill becomes any of us  
To talk about the rest of us."



Magna Ward Sunday School, Pioneer Stake,



# SUNDAY SCHOOL WORK

Superintendents' Department

General Superintendency, David O. McKay, Stephen L. Richards and Geo. D. Pyper

SACRAMENT GEM FOR JANUARY, 1921

*Moderately slow.*  
*Soft 8 ft. stop.*

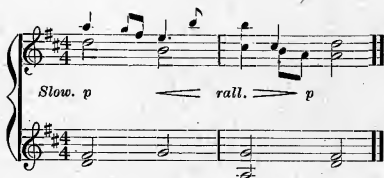
Music by TRACY Y. CANNON.  
*poco rit.*

## Prelude



The bread and water represent  
His sacrifice for sin;  
Ye Saints, partake and testify  
Ye do remember Him.

## Postlude



## CONCERT RECITATION FOR JANUARY, 1921

(Matthew, chapter 22, verses 37 to 41).

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets.

### Promotions

Instead of preparing a Uniform Fast Day lesson for January 2, 1921, we have left the day open for promotions. It will take almost the entire lesson period to reorganize the classes, and if there is any time remaining it may be used in bearing testimonies or in previewing the work to be done during the year.

### COURSES OF STUDY FOR 1921

#### Kindergarten Department

First year class. Text book, "Sunday Morning in the Kindergarten," new book, both years, \$1.00 postpaid.

#### Primary Department

First year class. Text book, "Stories from the Old Testament," 50c postpaid.

#### First Intermediate Department

First year class. Subject: Book of Mormon. Lessons outlined in current numbers of "Juvenile Instructor."

Third year class. Text book: "A Life of Christ for the Young," by George L. Weed, \$1.50 postpaid.

#### Second Intermediate Department

Fourth year class. Text book: "A Young Folk's History of the Church," by Nephi Anderson, 60c postpaid.

Third year class. Text book: "What

it Means to be a 'Mormon,'" by Adam Bennion, 75c postpaid.

#### Theological Department

First year class. Text book: "Ancient Apostles," by David O. McKay, \$1.25 postpaid.

Advanced Theological. Text Book: "A New Witness for God," Vol. III, by B. H. Roberts, \$1.50 postpaid.

#### Parents' Department

Subject: "A Study of the Ten Commandments." Lessons outlined in current numbers of "Juvenile Instructor."

### DESIGNATION OF CLASSES IN DEPARTMENTS.

Classes in the Sunday Schools shall be designated by the year of the outlined lessons in each department, namely:

First Year Kindergarten Class	{	Ages 4, 5
Second Year Kindergarten Class	{	and 6
First Year Primary Class	{	Ages 7 and 8
Second Year Primary Class	{	
First Year 1st Intermediate Class	{	Ages 9, 10, 11 and 12
Second Year 1st Intermediate Class		
Third Year 1st Intermediate Class		
Fourth Year 1st Intermediate Class	{	Ages 13, 14, 15 and 16
First Year 2nd Intermediate Class		
Second Year 2nd Intermediate Class		
Third Year 2nd Intermediate Class		
Fourth Year 2nd Intermediate Class	{	Ages 17, 18
First Year Theological Class		
Second Year Theological Class		
Advanced Theological Class		Ages 19 and over

Where there are a number of divisions in any class of any department, the designation should be section 1, 2, etc.



PINECREST SUNDAY SCHOOL, ORGANIZED AUGUST, 1920

# Secretaries' Department

*Laurence W. Richards, General Secretary*

## Stake Board Reports

Visits of Stake Board members to local schools should be reported in writing and made an item for consideration at the regular Stake Board meetings. These reports should be frequently referred to and compared with subsequent reports of visits in order to note the progress of the school.

The General Board some time ago prepared a form for reporting these visits. The blanks are in duplicate, and bound 50 sets to a book. Each school should be supplied with one of these books. The Stake Board member visiting the school calls for the book after the close of the school, makes out his report, mails or gives the original to the Stake Superintendent for the consideration of the Stake Board, and the duplicate remains in the book, for the consideration of the local officers and teachers and for the inspection of the subsequent visiting Board member.

These books can be secured from the Deseret Book Company, 44 East South Temple, Salt Lake City, Utah, at 25c per book.

It is suggested that the Stake Board furnish each school with one of these "Stake Board Member's Reports of Visits to Ward Sunday Schools."

## Sunday School Census

At the conventions this year, you have heard all about the taking of a Sunday School ward census, securing the names of all the boys and girls in the ward between the ages of 4 and 20 inclusive. Superintendents and Secretaries—has this been done in your ward? Are you prepared to answer the first question on the annual report correctly: "Number of members in ward between the ages of 4 and 20 inclusive?"

After the taking of this census, the Missionary Roll should be compiled. This will form the basis of reports of visits to unenrolled and absentees as called for in the Monthly Report and Business Meeting—the second session of the month in the Teacher-Training series of meetings.

We urge upon you the necessity and advisability of taking this Sunday School ward census before the first of the year.

## Summaries

Sometime ago it was suggested that Stake Secretaries recapitulate the monthly reports received from the local schools and send a summary to each local superintendent. In this way each school can compare its growth with the other schools in the Stake. This should promote a friendly rivalry between the schools and should be helpful in stimulating better attendances, etc.

No special form has been prepared for this report. Most of the Stake Secretaries have prepared their own form. We commend this initiative. Stake Secretaries, let us have a copy of your report. It is possible a uniform blank may be prepared in the near future which will embody all items of importance as pertaining to statistics. Many Stakes are calling for such a summary blank.

## Annual Reports

A few weeks more and the annual statistical report will be due. How many secretaries have gone over their rolls and checked up on their minutes in expectation of making a complete and correct report for their school?

Please don't delay this another week, secretaries. Have your rolls and records right up to date and in readiness for this report. Blanks will be sent to your Stake Superintendent within a few weeks and then sent on to you. Prepare now!

## Minute Books

A new edition of Sunday School minute books has been printed and is now on sale at the Deseret Book Company, this city, at \$4.00 a book.

The minutes and summaries have been revised to date to take care of the few changes that have been made in the program the last few years. Also a sufficient quantity of ruled sheets has been inserted in the back of the book to take care of the minutes for the Teacher-Training meetings.

This book contains blanks enough for four years.

## Librarians' Department

*J. Leo Fairbanks, chairman; T. Albert Hooper*

### "Aids to Class Efficiency"

One of the three men constituting the local Superintendency of each ward is the Sunday School Librarian.

We hope every Sunday School may soon become conscious of it through the activity of the one having it in charge.

This condition is brought about through what is called the division of responsibility whereby the Assistant Superintendent in charge of class work is the Librarian.

He may have an assistant who collects and distributes song books, but this is only an inferior part of the duties of the Librarian. A larger and one of the very important duties is to work out the policy of supplementary material as an aid in the class work.

Among the possibilities of this office are the following:

1. A sufficient supply of song books that are properly cared for and kept in repair.

2. Where there is a Public Library in the town, the Sunday School Library should co-operate with that library to the extent of asking the Public Library to put in such text books as the Sunday School teachers have need of. The Sunday School Librarian should have a list of the Sunday School text books in the Public Library.

3. Where there is a conjoint library of the auxiliary associations of the ward the Sunday School should lend its assistance and co-operate to the maintenance of that library and put into it such books as may be needed as reference books for the Sunday School. To purchase for the local Library each month one of the helpful books suggested by the Juvenile Instructor. One is especially helpful to teachers and the others are interesting to young people.

4. Where there is no conjoint library nor Public Library the Sunday School should maintain a library of reference

books for the teachers. To secure the books for the Sunday School Library, funds may be available through the local treasurer or ward treasurer, or an assessment may be voted by the local workers to be donated each month to purchase these books.

5. Visit each teacher and tactfully suggest supplementary and helpful material, picture charts, books or maps that you have in the Library that would be serviceable in his or her class.

6. Keep a large box file about and preserve sheet pictures that appear in each issue of the Juvenile and file them with others the children may contribute to the general collection for illustrating the lessons of each department.

- a. A sheet of cardboard about 10 by 14 inches should be provided for each department. If each corner of the card has a hole punched in it a string or ribbon or cord may be woven rather loosely through these holes so the card can be hung horizontally or vertically to display the picture which is fastened to the card with a paper clip.

In this file may well be preserved the name of each book belonging to the Library, by whom taken out, and date of same; also maps and supplementary stories that would be helpful, as well as a classified group of pictures for each department.

If the superintendent having this work in charge is active and energetic he can have the whole school making contributions that will be invaluable for future use as well as stimulating while searching for material.

8. Thus through the office of Librarian the Superintendent having charge of the Library is also brought into immediate contact with the class room problems and the great purpose of Sunday School work, namely, class instruction. The teacher has a helpful supervisory officer to make his contributions in efficiency and to aid in making the task of teaching a joy and inspiration.

## Choristers and Organists' Department

*Joseph Ballantyne, Chairman; Edward P. Kimball and Tracy Y. Cannon*

### MARCHES AND MARCHING

[By Edward P. Kimball]

Order and system are essential to the

success of every organization, and these must assume the form of unanimity of purpose on the part of those persons constituting the membership of the organization, and also a co-operation of all

in the conduct of the acts of government of the organization. The ideal Sunday School will give much attention to maintaining order and system in its conduct from the first minute until the last pupil has left after the dismissal. We cannot overestimate the disciplinary value of an orderly separation and dismissal. The preliminary or opening exercises are intended to prepare the mind and soul of the pupil for the reception of the lesson which follows; and an orderly separation into classes will do much to preserve the spirit of worship and tranquility in the boys and girls, whereas a helter-skelter rushing to class rooms often robs the class—both teacher and pupil—of the possibility of giving and receiving the Gospel truths which the lesson period might otherwise bring.

In most Sunday Schools of the Church order in separation and dismissal is maintained by marching to classes or out of the building, when the exercises are over, but successful marching can be accomplished only when all concerned—officers and teachers as well as pupils—take it seriously, and each makes himself a committee of one to see that it is effectively done.

Of course the first requirement for good marching is an organist who knows how to play a march, and who is provided with some good marches. This officer should have a number of marches on hand and should change the selection occasionally, because repetition is monotonous, and monotony puts to sleep. Marches should be strong in melody and march-impelling rhythm. Cheap, common song-marches, the words of which are foreign to the occasion, and which the children know as such, should be avoided. Our song book should be searched for tunes to play for marches; there are many of them and the children will march by them (and incidentally the little ones are learning a new S. S. song).

It is imperative that your organist give some thought to the playing of marches because the school is dependent on the organist for tempo (speed), and it may happen that in order to keep in step with the organ the school will have to run or perform a funeral march. When once a natural, dignified and impelling rate of speed is attained, there should be no deviation from this tempo. The abominable practice of changing the

tempo for the passing of pupils of different ages should be discouraged, for no body of human beings can keep step when the organist is playing a game of "hide and seek" with tempo. The school is made up of short legs and long legs, and legs of medium length. The organist must consider each when playing but give the greatest leniency to the short legs, for, if the tempo is suited comfortably to them, the longer ones will fall in as well. In this connection the teachers can be of great assistance. You must insist that your larger pupils do not swing off with a stride of the "league boots," so that your children are either driven or pulled along at a pace both undignified and dangerous; and you who teach these larger boys and girls must regulate this in your own marching. The contention is advanced sometimes, that it is impossible for adults and youths to use steps short enough to agree with the step of the small children. Nonsense! Try just once to use short steps—march slowly!—and see what a fine sight the marching of your school will present. March in a dignified manner; do not hurry. Some teachers seem to feel that they have a special license to disagree with the school in marching, with the result that their appearance in the class is as though they were something "tied on" to the class, and they bump and drag along, destroying the effect of their part of the school in this particular exercise. Pupils in such a class will take liberties in this direction, and will march no better than their teachers. Every teacher who is physically able should be a leader and an example to the school in marching, and this co-operation with the chorister and organist will aid wonderfully in the discipline of your school.

### Questions

Explain the different effects of a disorderly and an orderly separation on the school.

State one valuable aid to maintaining order throughout the entire session.

What do you consider necessary to good marching?

What are the responsibilities of officers and teachers in bringing about good marching?

## Parents' Department

*Howard R. Driggs, Chairman; N. T. Porter, Henry H. Rolapp, E. G. Gowans, Seymour B. Young, Charles H. Hart and George N. Child*

### WORK FOR DECEMBER

#### A Study of the Ten Commandments

"Honor thy Father and thy Mother,"  
etc.—Exodus 20:12.

#### Previous Topics.

#### As Involving Honor.

- I. Physical fitness.
- II. Moral fitness.
- III. Spiritual fitness.

#### Subdivisions of III:

#### As Involving Spiritual Fitness:

- I. The care, keeping and protection of the "Soul Estate."
- II. The building of the "Soul Estate."

As essential to the advance or to the building up or to the increasing of soul power or spiritual fitness, among other things already discussed.—Companionship.

1. Comradeship with man.
2. Companionship with family.
3. Fellowship with God.

#### Sunday, December 5

#### Lesson Topic

#### 3. Fellowship with God.

#### General Discussion

An essential to a life that rings true—that reflects honor upon the lives aback—that keeps sacred the trusteeship of lives ahead is a life that has a comradeship with his fellowman, a companionship with the lives in the homes and of the home and lastly, and above and over and through it all, has an abiding fellowship with his Maker and his God.

Some growth in an individual state of isolation is both impossible and unthinkable. Yes, we can take the next step and say that soul existence is impossible except in communion with other beings. As physical existence of organic life in perfect isolation cannot be, so the spirit life or the soul-being cannot be.

For by the law of existence itself life is life only through the social attribute. Existence is only through its relation

to other existing things. The degree, or the intensity, of our existence is measured by the number and kind of relations we enjoy with co-existing beings. God's degree of existence becomes infinite because to Him all beings and all things are related. And so the soul that extends its concern, its sympathy, and its love from self to the next self and thence on and on, until it reaches out to all mankind is the big dynamic soul. And the soul that meanwhile and all the while in its reaching out to man keeps hold (in its communion) of the God that gave it being and the power to become—that soul, yes, that soul is on the way up toward the infinite.

Now as to the application of this principle of principles, this law of laws, as it relates to our fellowship with God. It is probably most clearly seen and most easily described as it appears in the home.

The true devotional phase of home life is of all religious communion the most informal and yet the most intrinsic or real. It is more in the very atmosphere the very spirit of the home than in any convention or ceremony.

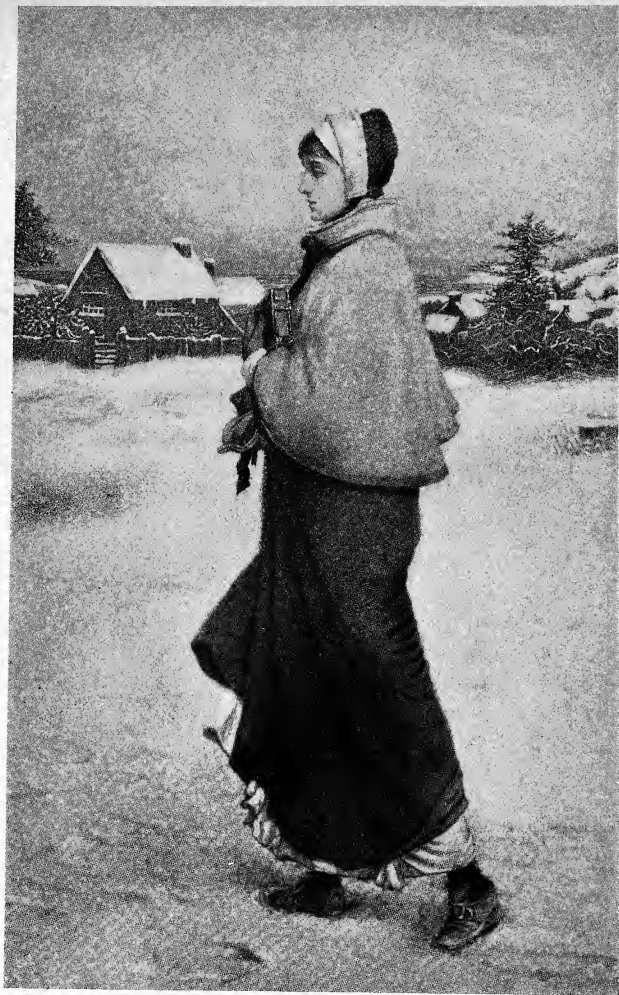
In the true home a fellowship with God shows itself everywhere—the signs of its presence appear and at every turn we see co-operation, helpfulness, appreciation, sympathy, and love.

It is not a something that shows itself merely in a formal prayer each morning, each evening, each meal time; but it is rather the inspiring consciousness of God's Fatherhood as typified by every day conduct and the every day spirit of mother and of father and of daughter and of son.

The Ingersol home was said by the so-called unbeliever's admirers to be a home of ideal companionship.

But was it not so only in contrast to his apparent barrenness of fellowship with his God? And is it not true that the Ingersol home, had it been filled with the consciousness of God's Fatherhood, would have shown a companionship that burned with a steadier flame? No, it was the delusion that death was the end that made Robert Ingersol so hysterically worshipful of the present. It was the barren, untracked waste (made so by the abortive processes of his own mind) that lay between him and his God and that made it appear to





THE PURITAN MAIDEN

## The Puritan

Not many famous pictures have been made of the early Puritan life in America. For sincere simplicity and devotion to ideals there are few events in history that equal the trials and privations of these early white settlers in America, nor are there any subjects more deserving the talented efforts of our greatest American painters.

This picture of a Puritan maiden going to church depicts the beauty of the religious life of these people. It represents the peaceful winter surroundings, the great silence of the forest with a small clearing for the settlers' homes.

Has the artist caught the spirit of the subject and has he told the story well?

Why did he not represent slinking Indians, wild animals or other things to call forth our pity or fear? Has he well explained the domestic tranquility, the satisfaction of serving God according to the dictates of one's conscience? If so he has succeeded in doing what he attempted.

What is there in this picture that will help you remember it? Do you know any poetry or description that you can bring to help in the study of this picture? Do you know any other famous Puritan pictures?



MEETING OF MARY AND ELIZABETH

## Meeting of Mary and Elizabeth

After the angel had visited Mary the mother of our Lord and had told her that she had been highly favored of the Lord, and that she should become the mother of the Redeemer of the world, Mary wondered at the strange message and asked rather doubtfully how it could be. The angel reassured her by saying, "The Holy Ghost shall come upon thee, and the power of the Highest shall overshadow thee: therefore also that holy thing which shall be born of thee shall be called the Son of God." Mary answered meekly, "Behold, the handmaid of the Lord; be it unto me according to thy word."

In order to get kindly, womanly sympathy, Mary after a few days went to visit her Cousin Elizabeth, in which she could confide. Going southward over the mountains of Galilee, through valleys and cities of Samaria she arrived in the hill-country of Judah where she found her cousin who said on meeting Mary, "Blessed art thou among women."

Our picture represents this meeting. Notice how tender, solicitous and sympathetic Elizabeth is with her kinswoman. Which one is talking? It is really such a low voice that the listener can only just hear the message, but it is such an important message that not one word can pass. How did Elizabeth greet Mary?

It is doubtful if Elizabeth's home was as sumptuous as here portrayed but the artist introduces us to architecture and costumes of his own day and attempts to lend dignity and beauty to the scene in order to stimulate reverence and worship to the wonderful scene.

Dramatize the picture.

Allow the message of the picture to help tell its own story.

the noted agnostic that his family was the one oasis in his desert life.

To the man in communion with his God his home not only becomes the temple or the sacred place in life but as he looks up from that place the windows of the House of God are afar and his faith leaps with a thrill all that seeming space between. His comradeship with man is intensified and enriched by his fellowship with his God. It is the feeling and the emotions arising out of this faith and fellowship that find assurance in disappointment, good in what he suffers, and progress in every struggle of life.

This is the consciousness that brings calm to temperament, poise to our way and walk, and courage to every trying condition. Yes, it is the very keystone of the arch of life. For he who feels himself supported by the Divine flinches not under the worst of human stress and weight.

So, then, he among us who says he has faith in God and that in the deep laid impulses of his soul he enjoys a companionship with the infinite, let him be proved by the tests of such faith.

So, then, he among us who says he has faith in God, and that in the deep laid impulses of his soul he enjoys communion with the Infinite, let him so declare in the calm, the poise, the cheer, the courage, the fidelity, the brother love of his every day life.

If these gifts are ours, then and then only can it be said that our life in its living is linked with the Divine. Then and then only can it be said that we are holding in an inviolate trust our own spirit estate to the honor of all the lives aback and to the good of all the lives through us to come.

### Questionnaire

1. Why is Faith in God the foundation of right living?

2. Describe the world vision of the man who has a real unimpeachable faith in God. That is, how does life's outlook, life's perspective, life's way, life's surrounding, life's hopes, life's possibilities, life's dangers, life's difficulties, life's values look to him?

3. Distinguish between a life in accord and a life in discord with the things and the conditions affecting it. Illustrate and give every day examples.

4. What is the secret of the life which in each turn, each move, each expression, gives over to you an impression of

wholesomeness, of strength, of reserve power?

5. Is there such a thing in life as poise, balance, fixedness of purpose and dependability apart from a clear vision of life's source, its certainty in the laws that relate to it, and the infinite character of its possibilities?

6. Distinguish between mere conventional and actual spirituality.

7. Just what is the value of convention and form and rites in soul expression, looking to communion with God and a reach toward things infinite?

8. Why is it so often over-valued and used to counterfeit the real and actual mind state.

9. What is the effect of this fictional spirituality both on one's own self and on the lives immediate to his own?

10. Is honor to parents, to God, to self or to fellowman thinkable apart from a God-believing man-loving soul?

11. Is honor to father and to mother thinkable apart from right living?

12. Is right living thinkable apart from that sublime vision which sees the singleness and the supremacy and the Fatherhood of God and the eternal and the infinite in all that through Him is?

### Sunday, December 12

#### Review

Briefly summarize and correlate the work outlined for March, April, May, June.

This work in review should be assigned both individually and generally and a careful preparation insisted upon.

Drive home the essentials involved in **Physical Fitness**.

### Sunday, December 19

#### Review

Summarize and correlate the work from July to November, inclusive.

Assign each general topic and spare no effort in bringing home to each member of the student group the character, the value and the indispensable and absolute need of moral and spiritual fitness.

It might be well to make this session a land-mark in your year's work by making special preparation, by seeking outside help, if need be, and by campaigning for a record attendance.

This will give your work the essential emphasis for the beginning of the new year.

### Sunday, December 26

#### Christmas Exercises

# Theological Department

Chairman; John M. Mills, Geo. H. Wallace, Edwin G. Woolley, Jr. and Robert L. Judd

## First Year—Ancient Apostles

Text Book: "Ancient Apostles" by David O. McKay.

### LESSONS FOR JANUARY

#### Suggestive Helps To Teachers

First Sunday, January 2, 1921

Promotions, Assignments and Testimonies

Second Sunday, January 9, 1921

#### Lesson I. Light Fountains

Aim: True greatness consists in losing self for good of others.

- I. Great men in general.
  1. Their influence.
  2. Boys' ideals.
  3. Chief element of greatness. Absence of it brings failure.
  4. Specific examples. Washington—Lincoln.
- II. Boyhood of the Twelve obscure.
  1. Little known about it.
- III. How the Twelve became known.
  1. Highly favored of men. Constant example of greatness before them.
  2. Why the world is interested in them.

#### Questions

- a. Name some historical men and women in whom you are interested.
- b. Name some persons living today whose lives you admire.
- c. What is the secret of true greatness?
- d. Can you name some interesting incidents in Washington's boyhood? In Lincoln's?
- e. Why is there so little known about the boyhood of the ancient Apostles?
- f. Why is the world interested in their lives today?
- g. Memorize stanza from Longfellow's poem.

Third Sunday, January 16, 1921

#### Lesson 2. Peter: Early Life and Surroundings

Text: John 1:29-42.

Aim: A humble birth is no hindrance to greatness.

#### I. Land of Palestine.

1. A comparison. Utah Lake, Jordan River and Great Salt Lake with Sea of Galilee, River Jordan and the Dead Sea.
  2. Size.
  3. Galilee.
  4. Bethsaida. Peter's birth place.
- II. Simon's home and boyhood.
1. Very little known.
  2. Impressions drawn from what we know today.
  3. Effect of environment upon him.
- III. How Simon met the Savior.
1. A disciple of John the Baptist.
  2. John the Baptist's testimony.
  3. Andrew and John desirous of sharing happiness—
    - (a) Find Simon and James.
- IV. Simon's name changed.
1. Meaning of "Cephas."

#### Questions

- a. Compare the Salt Lake Valley with the land of Palestine.
- b. What does "from Dan to Beersheba" mean?
- c. Locate Bethsaida.
- d. Show how comparatively insignificant a place it was.
- e. What do you picture Simon's boyhood to have been?
- f. Relate the circumstances of his meeting Jesus.
- g. Name the other great men who were born in humble circumstances.

Fourth Sunday, January 23, 1921

#### Lesson 3. A Period of Preparation

Text: Matt. 4:18-22. Luke 4:31-44; 5:1-26.

Aim: Obedience to Christ's word brings blessings.

Incidental aim: All who seek the Savior receive eternal blessing.

- I. Peter's home in Capernaum.
  1. His idea of the Messiah somewhat changed.
  2. Jesus' influence upon Peter.
  3. The most distinguished in Capernaum.
    - a. Why.
- II. A lesson in obedience.
  1. Fishermen mending nets after a "fishless night."
  2. Jesus' command.

- a. Effect upon Peter.
- 3. Judgment and faith.
- 4. Peter's new commission.
- III. A memorable Sabbath.
  - 1. Service in the synagogue.
    - a. How conducted.
  - 2. Railling of an evil spirit.
    - a. Rebuked.
  - 3. Peter's wife's mother healed.
  - 4. Afternoon and evening.
- IV. Another week.
  - 1. "All men seek Thee."
  - 2. A man sick of palsy.
  - 3. Many miracles performed.
- V. Effect of Christ's power upon Peter.

### Questions

- a. What was the Jews' idea of a Messiah?
- b. How were Peter's visions clouded?
- c. Why did Peter move to Capernaum?
- d. Why was his home the most distinguished in Capernaum?
- e. What effect did the miraculous draft of fishes have upon Peter?
- f. Relate wonderful manifestations of God's power that took place on the Sabbath on which Peter's mother-in-law was healed.
- g. What effect did all these things have upon Peter?

### Suggestions to Teachers

As the choosing of ideals is the principal theme of this year's work, in the first lesson, the examples of such characters as Columbus, Washington, Lincoln, Joseph Smith and the other Church leaders might be referred to. The second lesson is most picturesque, and gives opportunity for descriptions of Palestine, Galilee, the Sea of Galilee, Bethsaida, and the customs of the people of those times. Show how deeply impressed was Peter by the preaching of John the Baptist. Compare these two great characters and see if they were not in many respects of a similar type? Explain why Peter was called "a Rock."

In the third lesson the scene is transferred to Capernaum, a description of which might be given. An excellent lesson on obedience is given by the incident at the Sea of Galilee, and application of this may readily be made to the lives of the students. The incidents of rebuking the evil spirit, by the Savior, at the meeting in the synagogue, and the healing of Peter's wife's mother, are most impressive, and the pupils should be taught that the same power is enjoyed by the Priesthood in the Church today.

Fifth Sunday, January 30, 1921

### Lesson 4. A Special Witness

Text: Luke 6, 8; Mark 5, 6; Matt. 10: 5-42.

Aim: (1) One must conscientiously believe the truth before he can convince others of it. (2) Faith is a mighty power over sickness and even death. (3) To the sincere believer in Christ, death has no fear.

- I. Special calling of an apostle.
  - 1. A special witness.
  - 2. Meaning of "Apostle."
- II. The Twelve chosen.
  - 1. Circumstances.
  - 2. Names.
  - 3. Peter's place.
- III. At Matthew's Feast.
  - 1. Jairus' plea.
- IV. The Afflicted Woman.
  - 1. Her faith.
  - 2. Jesus' response to touch of faith.
  - 3. Peter's remark.
  - 4. Made whole.
- V. In Jairus' home.
  - 1. Little daughter dead.
  - 2. The mourners.
  - 3. Jesus offers comfort.
  - 4. The maid restored.
- VI. The first missionaries.
  - 1. Their labors.
  - 2. Death of John the Baptist.
  - 3. Their return.
    - a. The miracle of five loaves and two fishes.

Application: How can faith best be developed? Give specific duties in life of child.

Note: The Hem of the Garment.

The Jews regarded the border or hem of their outer robes as of particular importance because of the requirement made of Israel in earlier days that the border be fringed and supplied with a band of blue, as a reminder to them of their obligations as the covenant people. The desire to touch the hem of Christ's robe may have been associated with this thought of sanctity attaching to the hem or border. Talmage's "Jesus the Christ," pages 346 and 347.

Feeding Five Thousand.

Read Talmage's "Jesus the Christ," pages 333, 334, 335.

### Advanced Theological

Note: It has been decided to use The New Witness for God, Vol. III, by Roberts, as the text in this department during the year 1921. The topics presented in this volume are timely and interest-

ing, and furnish plenty of good material for study, and discussion. It is thought that a lively interest may be the result of this study.

### First Sunday, January 2, 1921

Promotion Day. Testimonies

### Second Sunday, January 9, 1921

#### Lesson 1. Messiah's Birth and Death

##### Chapter XXX

- I. As given in the Book of Mormon.
  1. His birth.
  2. His death.
  3. Signs.
  4. Conversions.
- II. As given in Indian studies.
  1. His birth.
  2. His death.
  3. Lights and eclipses.
  4. Convulsions and appalling destruction.

### Third Sunday, January 16, 1921

#### Lesson 2. Messiah in Western Hemisphere

##### Chapter XXXI

- I. The Book of Mormon story.
  1. The wickedness of the people.
  2. Predictions concerning his coming.
  3. His coming.
  4. What he did here.
- II. Confused similar stories among Indians.
  1. Culture-Heroes of America.
  2. Peruvian traditions.
  3. Quetzalcohuatl.

### Fourth Sunday, January 23, 1921

#### Lesson 3. The Hebrew Theory of Origin of Americans.

##### Chapter XXXII

- I. Ancient American investigators.
  1. Garcia.
  2. Lord Kingsborough.
- II. Tablets.
  1. Pittsfield parchment.
  2. Newark tablet.
- III. Relation of Hebrew to Book of Mormon.
- IV. Relation of Egyptian to Book of Mormon.

### Fifth Sunday January 30, 1921

#### Lesson 4

#### Relics other than Hebrew in America

Text: "A New Witness for God," Vol. III, Roberts.

##### Chapter XXXIII

- I. The Cincinnati Gold Plate.
  1. By whom found.
  2. Place found.
  3. By whom examined.
  4. By whom published.
- II. The Kinderhook plates.
  1. The finding of them.
  2. Those who found them.
  3. Nature of them.
- III. The Tuccabatchey plates.
  1. What they were.
  2. Their only value to us.
- IV. The Book of Mormon relies on itself.

## Second Intermediate Department

*Harold G. Reynolds, Chairman; Horace H. Cummings, J. Leo Fairbanks,  
T. Albert Hooper and Alfred C. Rees*

### First Year—Church History

#### LESSONS FOR JANUARY, 1921

#### First Sunday, January 2, 1921

Promotions. Testimonies

#### Second Sunday, January 9, 1921

##### Lesson 1

Pupils' Text: "A Young Folks' History of the Church," Chap. 1.  
Teachers' Text: Same as pupils; "The Great Apostasy," Lecture II, pp. 201-

207 "Articles of Faith," by James E. Talmage.

The purpose of this lesson is to show that there was a great apostasy from the Church of Christ—a falling away from the truth—and that America was preserved and prepared for the restoration of the Gospel.

We suggest that the parable in the text be read in the class. This will be a good approach to the lesson.

Each teacher should make a brief outline on the Apostasy and "America the chosen and promised land."

Note: The teacher in presenting lesson



should be careful not to cover the next lesson.

### Suggestive Topics for Outline

- I. The Great Apostasy.
  1. Departure from the Gospel foretold. Isa. 24:5; Jer. I, 13; Amos 8:11-12; Gal. 1:6-9; B. of M. II Nephi, Chaps. 28 and 29; Matt. 5:19; Heb. 13:8-9.
  2. Gospel unchangeable. Eph. 4:5; Gal. 1:6-9.
  3. Organization of the Church. Eph. 4:11-12; I Cor. 12:27-31.
  4. Authority necessary. (The Priesthood) Heb. 5:4; John 20:21; Matt. 28:16-20.
  5. Revelation necessary. Amos 3:7.
  6. Mode of baptism. Cor. 2:1; Matt. 3:6.
    - a. Infant baptism. Matt. 10:13-15; B. of M. Moroni Chapter 8.
- II. "America the Promised Land."
  1. Land of Joseph. Gen. 49:22-26; Deut. 33:13-16.
  2. Jesus visits other sheep. John 10:16.
  3. America a choice land. I Nephi 2:20; Ether 9:20 and 2:12.
  4. Nephi sees discovery of America. Read Chapter 13 of 1st Nephi.
  5. Constitution divinely established. Doc. & Cov. Sec. 101:77-81.
  6. Land of religious freedom. II Nephi 1-12.

### Third Sunday, January 16, 1921

#### Lesson 2. Church History

Pupils' Text: "A Young Folks' History of the Church, Chap. 2.

Teachers' Text: "History of the Church," Vol. I, Chapters 2 and 3; Evans "One Hundred Years of Mormonism," Chapter 1.

The boyhood of the Prophet Joseph should be brought close to the lives of the boys and girls.

In the first vision, there are several great and fundamental truths made known to the world through the boy Prophet:

1st, that we can expect new revelation—that God reveals Himself to man.

2nd, that God and Christ are personal Beings—with body parts and passions; that man is created in the image of God.

3rd, that there was a falling away from the Gospel of Jesus Christ and the true Church was not upon the earth.

4th, that the Gospel would be restored, the opening of a new Gospel Dispensation.

John, the beloved Apostle of Christ, writes, "And this is life eternal that they might know Thee, the only true God, and Jesus Christ whom Thou hast sent."

It was this desire that prompted Joseph to go to the grove to pray. He had implicit faith in God and sought wisdom of Him.

Have the pupils memorize James 1:5.

The Lord answers the prayer of the humble and earnest investigator, not in the same way as Joseph's prayer was answered. He was chosen of the Lord to perform a great mission. The time had come for the ushering in of a new dispensation, for the restoration of the Gospel, but much depended upon the actions and faithfulness of Joseph. Through Joseph's great desire to know the truth, and his implicit faith in prayer, he received this great vision.

Discuss in the class the wonderful truths made known to the world through this glorious vision.

The Lord has respect for all who humbly seek Him. (Repeat James 1:5.)

Each teacher should make an outline.

How will you approach this lesson? (Point of Contact)

What is the message you desire to give to the pupils?

How can you apply this message or truth to the lives of the pupils?

Show a picture of the sacred grove.

### Fourth Sunday, January 23, 1921

#### Lesson 3

Pupils' Text: Chap. 3, "A Young Folks' History of the Church."

Teachers' Text: "History of the Church," Vol. I, Chap. 2; "Life of Joseph Smith," by Geo. Q. Cannon, Chapters 4 and 5.

It would be well to spend some time in reviewing last Sunday's lesson (The First Vision) as this was one of the greatest events since the coming of Christ to this earth.

The pedagogical value of repetition is made clear in this chapter in the four visits made by the Angel Moroni and repeating the message to him.

"A marvelous work and a wonder" was commenced and the tree mentioned in the parable in Chap. 1 was taking root, but the enemy had also commenced to retard the growth of the tree in planting weeds and briars.

How did Joseph's friends and especially the ministers receive his message of the First Vision?

Have read in the class Joseph's reply to them in the first paragraph of *Pupils' Text*.

From the spring of 1820 to the autumn of 1823 a period of about three and a half years, Joseph received no further communications from heavenly messengers. The evening of September 21, 1823, Joseph prayed earnestly to the Lord for forgiveness of his sins. We must not infer from this that he was guilty of any grave sins. He no doubt "fell into many foolish errors and displayed the weakness of youth and the follies of human nature."

A Mr. Reid, a gentleman who was not a member of the Church, stated that during the two years Joseph lived in Colesville he was known as a young man of "irreproachable character, intelligence, and good morals, possessing a mind susceptible of the highest attainments."

Joseph was conscious and sensitive of the great work which he was called to perform and therefore desired to stand approved before the Lord, which led him to seek Him humbly for a forgiveness of his sins and shortcomings.

Explain to the class who the messenger was (read 8th chapter of Mormon). Give Joseph's description of the Angel Moroni. Read section 129 of the Doc. and Cov. for description of an angel.

Consider why Moroni was chosen to reveal to Joseph the place where the sacred records were concealed.

The message of Moroni regarding the plates should be made prominent, as this was the main purpose of his visit to Joseph. Look up the passages of scripture which the messenger quoted. The third and fourth chapters of Malachi foretelling the second coming of Christ and the terrible day which is to come to the ungodly. Also the eleventh chapter of Isaiah, speaking of the gathering in the last days, the 2nd chapter of Joel, 28th verse to end of chapter.

Explain the reason for the four appearances of the messenger to Joseph.

Show how the prediction of the Angel Moroni has been fulfilled that the name of the Prophet Joseph should be known for good and evil.

Note the warning that when the time should come when the plates should be delivered to him, he would be tempted to dispose of them for gain.

Fifth Sunday, January 30, 1921

### Lesson 11. Church History

*Pupils' Text*: "A Young Folks' History of the Church," Chapter 4.

*Teachers' Text*: "One Hundred Years of Mormonism," Chapters 3 and 4; "History of the Church," Vol. I, Chapters 2 and 3.

Call the attention of the class to the visit of the Angel Moroni to Joseph and his message.

Each teacher should make an outline of this lesson. There is so much material in this lesson that the teacher will have time only in the class to cover the big points: Joseph at the Hill Cumorah; appearance of Moroni; his instructions concerning the plates; the four years interval; Joseph receives the plates; difficulties preserving the plates; translation of the plates; Martin Harris assists as scribe; Martin Harris importunes the Prophet to show writings to others; the result; Oliver Cowdery as scribe; the Whitmers; the Book of Mormon published.

In the next lesson we will discuss what the Book of Mormon is, therefore, the pupils should understand how we got the sacred records and the instrument and power by which they were translated.

Describe the plates and the use of the Urim and Thummim. (See Exodus 28: 30; and Ezra 2:63.)

Martin Harris was born May 18, 1783 in the state of New York. In his ninth year the family moved to Palmyra. Here he met Joseph. Martin had heard about the wonderful vision Joseph had received and the Golden Plates. He went to Harmony and visited Joseph, who had prayed to the Lord for someone to be sent to him to assist in the work. Martin Harris acted for a short time as his scribe.

What lesson do we learn from the act of Martin Harris in pleading with Joseph to show some of the writings to his friends?

Look up the Harris-Anthon controversy. See "One Hundred Years of Mormonism," pages 52 to 58, or Vol. I Church History, page 20.

Tell of the incident of "The Seer Stone" in Martin trying to test Joseph's authority.

Oliver Cowdery was born in Vermont, October 3, 1806. He moved as a young man to New York. He taught school in Manchester. Here he became acquainted with the family of Joseph Smith, senior, and later boarded with this family. Here he heard about Joseph Smith, the sacred records, and he became deeply interested and prayed to the Lord to enlighten his mind. One night it was made manifest to him regarding Joseph—the great vision he had received—and the plates; that these things were true and

he concluded to pay Joseph a visit, at Harmony, to find out more about him and the plates. Joseph at once recognized in Oliver a young man of ability, and chose him to act as scribe which he did until the records were translated.

David Whitmer was born, January 7, 1805 in Pennsylvania. His statement: "I first heard of what is now termed 'Mormonism,' in the year 1828. I made a business trip to Palmyra, N. Y., and while there stopped with one Oliver Cowdery. A great many people in the neighborhood were talking about the finding of certain golden plates by one Joseph Smith, Jr., a young man of the neighborhood. Mr. Cowdery said he was acquainted with the Smith family, and he believed that there must be some truth in the story of the plates, and that he intended to investigate the matter. I had conversation with several young men who said that Joseph Smith had certainly golden plates."

"I received a letter telling me to come down to Pennsylvania, and bring him, (Oliver Cowdery) and Joseph to my father's house. I went down to Harmony and found everything just as they had written me. The next day after I got there they packed up the plates and we proceeded on our journey to my father's house, where we arrived in due time and the day after we commenced upon the translation of the remainder of the plates. I, as well as all of my father's family, Joseph Smith's wife, Oliver Cowdery, were there during the translation.

The translation was by Joseph Smith and the manner as follows:

He had two small stones of a chocolate color, nearly egg shape, and perfectly smooth, but not transparent, called interpreters, which were given him with the plates. He would hold the interpreters to his eyes and cover his face with a hat, excluding all light, and before his eyes would appear what seemed to be parchment, on which would appear the characters of the plates in a line at the top, and immediately below would appear the translation in English, which Joseph Smith would read to his scribe, who wrote it down exactly as it fell from his lips. The scribe would then read the sentence written, and if any mistake had been made, the characters would remain visible until corrected."—From L. D. S. Biographical Encyclopedia.

Show a picture of the Hill Cumorah. The question is often asked as to what became of the plates after they were translated. See History of the Church, Vol. I, page 18.

## Third Year—What it means to be a Mormon

Text Book: "What it Means to be a 'Mormon,'" by Adam Bennion.

The lessons for 1921 in the third year of our department will be on the same subject as that started in 1919.

Those who taught these lessons at that time will recall with what interest the boys and girls participated in the discussion of the various problems presented in the lessons. The reason for this is that the lessons are built around problems that are vital to our boys and girls.

"Why am I a 'Mormon'" is a question that often perplexes many of our young people.

These lessons are designed to help our young people solve some of these problems by pointing out: first, what the Gospel does mean to them, and second, what it can mean to them.

Text books have been provided in the hope that we may get extensive and intensive home preparation. The teachers should realize that a thorough preparation on the part of the girls and boys will not only make for more interesting class work, but will also result in infinitely more good to the girls and boys themselves. Teachers should not be content with anything less than good and thorough home preparation and should exert every effort towards obtaining it.

The proper preview of lessons will help much towards stimulating interest in coming lessons and a consequent desire to study them on the part of the pupils.

Teachers should not only be thoroughly prepared on the lessons as presented in the text, but should consult as much supplementary material as they can find that will give them a wider knowledge of the subject. Pictures, anecdotes, personal experiences should be called upon.

The girls and boys should be encouraged to bring in as much of this supplementary material as they can find.

The teacher should have his or her lessons at least partially prepared several weeks ahead so that current happenings historic incidents, etc., may be brought together to assist in increasing interest.

The questions at the end of the chapters in the book are not given with the thought that the teacher should use them without variation. The really ef-

ficient teacher will use them merely as a guide and will let the spirit and attitude as well as the experiences of the class determine what most of the questions shall be.

We have not outlined all of the lessons in detail, for we feel that with the suggestions made the teachers themselves can outline for their particular classes.

#### First Sunday, January 2, 1921

Promotions. Testimonies

#### Second Sunday, January 9, 1921

#### Lesson 1. Why Are You a "Mormon?"

Text: Chapter 1.

Aim: There are many reasons for being a "Mormon."

1. What is a "Mormon?"

Have class explain the reason for the name.

2. Besides the suggested questions in the text, have the pupils refer to such books and pamphlets, as "Why I am a 'Mormon,'" by Wm. A. Morton, and "Leaves From My Journal," by Wilford Woodruff.

Have them relate testimonies they have heard in their homes or in meetings.

#### Third Sunday, January 16, 1921

#### Lesson 2. Why a Religion At All

Have the class look up the meaning of religion. What is a religion?

Study carefully the questions attached to the text.

Ask the members of the class to bring details of incidents in the recent World War to show that some of the big leaders were religious men as were Washington, Franklin and Lincoln.

The teacher will do well to read "A Religion Worth Having," by Carver.

Note: Arrange with your librarian to put into your Sunday School Library such books as may be referred to if they are not already available.

#### .. Fourth Sunday, January 23, 1921

#### Lesson 3. Making a Religion Worth While

Can an education do us any good if we never use the things we learn?

Have the members of the class relate incidents similar to those in the text to illustrate the necessity of exercise in the development of any faculty.

Let the pupils tell of some of the things they can do to exercise and develop their religion.

What did Christ say about those who merely say, "Lord, Lord," etc. See Matt. 7:21.

Have the pupils read the entire 21st Chapter of Matthew during the week.

#### Fifth Sunday, January 30, 1921

#### Lesson 4. The Teachings of Jesus Christ

Text: Chapter four, in "What it Means to be a 'Mormon.'"

Have the students look up the academic meaning of Christianity.

What three great principles did the Savior teach?

What did Christ say are the greatest commandments? See Matt. 22:35-40.

What can we do to show our love for God? For our neighbors?

Does "Mormonism" offer us any definite plan whereby we can help ourselves toward personal perfection?

Does it offer any definite means of showing our love for our neighbors by service? Read Luke 10:25-37.

## First Intermediate Department

George M. Cannon, Chairman; Josiah Burrows, John W. Walker

### First Year—Book of Mormon LESSONS FOR JANUARY

#### The Story of the Nephite People

(Outlines by Wm. A. Morton)

#### First Sunday, January 2, 1921

Promotions, Testimonies

#### Second Sunday, January 9, 1921

#### Lesson 1. The Revealing of the Book of Mormon

1. The Angel Moroni Sent to Joseph Smith. In the lesson today we will learn how the sacred history of the Nephites was revealed to the boy prophet,

Joseph Smith. One night in the month of September, 1823, Joseph retired to bed as usual. As he lay there his thoughts wandered back to the morning when, in answer to prayer, the Father and Son had appeared to him. He felt that he would like to know if the Lord was still pleased with him. He began to pray, believing firmly that his prayer would be answered. And so it was.

2. While Joseph was praying a bright, heavenly light entered the room. The light increased, and in a few minutes the little bed-chamber was filled with it. On looking up, Joseph was greatly

startled. Close beside his bed stood a heavenly messenger, his feet a short distance from the floor. This holy being was the angel Moroni. He had come with a very important message from the Lord.

3. The angel was clothed in a robe of spotless white. His head, hands and feet were bare. He called Joseph by name, and then began to tell him about a great work which the Lord had marked out for him. He told about a wonderful history which had been hidden from the world for hundreds of years. It was written in a strange language, upon metallic plates, and was buried in the hill Cumorah, not far from Joseph's home. It was a history of the people who lived in this land long before and after the time of the Savior.

4. The angel said that in the course of time the Lord would permit Joseph to take the plates from their hiding place. He would also help him translate the writing upon them into the English language. Then the book would be printed and taken into all the world, and the people would learn about the wonderful things which the Lord had done among the early inhabitants of this land. When Moroni had delivered his message he departed.

5. As Joseph lay thinking over what had taken place the light again entered his room. Then Moroni appeared the second time and repeated all that he had said before, adding some things. He then took his departure, but in a short time re-appeared and delivered the same message. He told Joseph that when he received the plates he would have to take great care of them, and hold them as a sacred gift from God.

### Third Sunday, January 16, 1921

#### Lesson 2. Joseph Receives and Translates the Plates

1. Joseph Visits Cumorah and Views the Plates. In the previous lesson you learned about the angel Moroni appearing three times to Joseph Smith and about the wonderful message he brought him. After breakfast the next morning Joseph accompanied his father to the field, but he was so weak that he could not work. His father, seeing that he was not feeling well, told him to go home.

2. Joseph started for the house, but in climbing a fence his strength failed him, and he fell helpless to the ground. He lay unconscious for some time. When he recovered he looked up and saw Moroni standing beside him. Moroni

told Joseph to go back to his father and to tell him all that had taken place.

3. Mr. Smith listened to his son's story with great interest. He told Joseph that what he had seen and heard was of God and that he must do all that the angel had told him to do. By this time Joseph felt better and he started for the hill Cumorah. On arriving at the hill he went straight to the place where the plates were buried. The spot had been shown him in vision the night before. He saw a stone just a little above the ground. With the aid of a lever he raised it, and there in a box made of flat stones lay the sacred history.

4. Joseph put forth his hands to take the plates, but just then Moroni appeared and stopped him. Moroni told Joseph that the time had not come for him to get the record. He would have to wait four years. At the end of that time, if he had been true and faithful, the Lord would permit him to take the plates.

5. Joseph put the stone lid back on the box, covered it over as before, and returned to his home to begin the work of preparing himself for his great mission.

6. Finally the time came for Joseph to get the plates. It was the 22nd of September, 1827. With feelings of joy and fear Joseph started for Cumorah. At the hill he was met by Moroni. The cover was taken off the stone box, the sacred record was lifted from its hiding place and placed in Joseph's hands.

7. Joseph carried the plates to his home. The Lord helped him to translate the writing on them into the English language. Then the Book of Mormon was printed. It has been published in various languages, and the hearts of tens of thousands of people have been made to rejoice through reading it.

### Fourth Sunday, January 23, 1921

#### Lesson 3. Lehi, The Man That Saw God

Text: 1 Nephi 1: 2:1-5.

#### I. Jerusalem.

1. Description of.

2. Also called the Holy City. Why?

#### II. Lehi and his family.

1. Names of members.

2. Lehi a godly man.

3. Greatly blessed of the Lord, both spiritually and temporally.

#### III. Condition of the people of Jerusalem.

1. In a state of awful wickedness.

2. They had mocked and stoned the prophets and had put some of them to death.

3. The anger of the Lord was kindled against them.
4. The city and its inhabitants threatened with destruction.
- IV. Lehi's prayer in behalf of Jerusalem and its people.
  1. Lehi's love for Jerusalem and the Jews.
  2. His prayer.
  3. Fire from heaven.
  4. Remarkable visions.
  5. Their effect on Lehi.
- V. Other visions.
  1. Lehi's vision of God.
  2. Visions of the Savior and His apostles.
  3. What Lehi read in a book.
- VI. Lehi as a missionary.
  1. Lehi preaches to the people of Jerusalem.
  2. They reject his message.
  3. Lehi mocked; his life threatened.
  - d. Lehi rewarded for his faithfulness.
- VII. Lehi and his family leave Jerusalem.
  1. Lehi commanded to leave Jerusalem.
  2. Preparations for the journey.
  3. Lehi and his family leave their home and all their riches and start for the wilderness.

(See "Juvenile Instructor," December, 1916, p. 828.)

#### Fifth Sunday, January 30, 1921

##### Lesson 4. Nephi and his Brethren

- I. Lehi and his family in the valley of Lemuel.
  1. Camp in the valley.
  2. Lehi erects an altar and makes an offering to the Lord.
  3. Lehi's appreciation of the goodness of God.
- II. Lehi's concern for Laman and Lemuel.
  1. Cause of his concern.
  2. His words to Laman.
  3. To Lemuel.
- III. Nephi's prayer in behalf of his rebellious brothers.
  1. Nephi's prayer.
  2. The answer.
  3. The Lord's promise to Nephi.
- IV. Lehi's dream.
  1. Commanded to send his sons back to Jerusalem for brass plates.
  2. The custodian of the plates.
  3. What the plates contained.
  4. Why the Lord desired Lehi and his family to have the plates.
  5. Attitude of Laman and Lemuel.
- V. Nephi exhibits sublime faith.
  1. Nephi's reply to his father.
  2. He persuades Laman and Lemuel

to do as the Lord has commanded.

3. The sons of Lehi start on their mission.

(See "Juvenile Instructor," December 1916, p. 828.)

### Third Year—Life of Christ

Text: "A Life of Christ for the Young," by Weed.

#### First Sunday, January 2, 1921

##### Promotions. Testimonies

#### Second Sunday, January 9, 1921

##### Lesson 1. "The Land Where Jesus Lived" and "Shepherd's Plain"

Weed's Life of Christ is divided into seventy-two chapters, and thus two chapters can be used as the basis for each of the thirty-six lessons per year used in the regular Sunday School work except where there are five Sundays in the month as in January, 1921. It is understood that the first Sunday in each month (Fast Sunday) shall be devoted to Fast day exercises and such program as the local teachers under direction of the Stake Board Supervisor may provide. Usually this leaves three other Sundays per month, making the thirty-six Sundays per year above referred to. The teacher should read, in addition to the text book, those chapters in the Gospels in the New Testament which give light on the scenes described in each lesson. Get all the information you can also from other good books, such as encyclopedias or books of travel that describe Palestine and its people, particularly in ancient days. The December number of the Juvenile in Volume 49 (for 1915) if you have it, will give some light on the subject.

#### Third Sunday, January 16, 1921

##### Lesson 2

Lesson 2 will embrace Chapters III and IV in Weed's "A Life of Christ for the Young." The subjects are "The Manger of Bethlehem," and "The Infant Jesus in the Temple."

#### Fourth Sunday, January 23, 1921

##### Lesson 3

Lesson 3 will embrace Chapters V and VI of Weed's "A Life of Christ for the Young," the subjects being, "The Star of Bethlehem," and "The Flight into Egypt."

#### Fifth Sunday, January 30, 1921

##### Lesson 4

Chapter VII of Text, "The Early Home of Jesus."

## Primary Department

*Chas. B. Felt, chairman; assisted by Florence S. Horne and Bessie F. Foster*

### WORK FOR JANUARY

To our teachers: Once more promotion time has come and you must bid adieu to those sweet boys and girls who have drank of the inspiration of your teaching for the past two years, upon whose heart-strings you have played with loving fingers, whose characters you have moulded towards the image of the Master, whose souls you have sought to attune to the heavenly strains of God's spirit, and whom you have tried to prepare for those wonderful blessings of the Gospel—the baptism of the water and of the Spirit—by and through which they have or shortly will become actual members of the Church of Christ. We earnestly hope that you can answer to your full satisfaction a question we all should often ask ourselves: "Have I done the best I could?"

Now there will come into your lives other bright faces, other happy hearts, other sweet spirits, other receptive souls, and your responsibilities with their wonderful possibilities and continuing ones, and our Heavenly Father stands always ready to make you equal to them.

Let us repeat the suggestion that while you conduct your new class along progressive lines suited to the age of the children coming to you so they may recognize and feel they have really been promoted, yet use for a limited time some of the songs and occasionally some of the methods they have been used to in the kindergarten class.

We shall commence our lesson work with these new members with stories of the beginning of earth, which lessons are laid out in our book "Stories from the Old Testament," and we urge and request that every teacher secure one of them, not alone for the stories but also for the suggestions as to how to make the stories effective in the lives of the children. Do not fail to read the preface.

To get the larger view of these stories that your vision may be broader and from the fulness of your preparation you may better feed the soul-hunger of your children, fail not to prayerfully read the original text (the Bible) and supplement that with still further reading. You will find "Studies from the Old Testament" (Tanner) used in the Theological Class, and which should be found in your school library, very helpful in giving this broader view. We commend the reading of it and that at an early date.

Assuming that every teacher will have one of our books which gives title, text, aim, memory gem, outline, point of contact, application, etc., we deem it unnecessary to repeat them in the columns of the "Juvenile Instructor" hence we shall hereafter give only lesson number, title and text, reserving the balance of our space for such helpful suggestions as to method, etc., as we think will prove most helpful to our young and less experienced teachers.

Your committee extends to you, and through you to the children you are bidding adieu and to those coming to you, our best wishes for a happy and successful new year.

Primary Committee.

**First Sunday, January 2, 1921**

#### Promotions

**Second Sunday, January 9, 1921**

#### Lesson 1. The Creation

Text: Gen. 1; 2:1-3; Pearl of Great Price, Moses 4; Abraham 3:22-28; 4.

**Third Sunday, January 16, 1921**

#### Lesson 2. The First Parents

Text: Gen. 2, 3; Pearl of Great Price, Moses 3:8-25; 4, 5:4-11.

**Fourth Sunday, January 23, 1921**

#### Lesson 3. The Two Brothers

Text: Gen. 4; Pearl of Great Price, Moses 5, 6:1-10.

**Fifth Sunday, January 30, 1921**

#### Lesson 4. A Most Wonderful City

Text: Gen. 5:18-24; Pearl of Great Price, Moses 6:21-68; 7.

### SEEING AHEAD

By Frank K. Seegmiller

The earnest Primary teacher has a far-reaching purpose in her work. She must answer the question: Why am I meeting these children Sunday after Sunday?

The purpose of the Sunday School is far different from that of the public school. Important things to be accomplished by the latter are the preservation of health; teaching the fundamental branches, as reading and writing; fitting the pupil for worthy home membership; training for vocational work and giving instruction in the pupil's civic duties.

But while the Sunday School may aid along these lines, its primary objective is the training of the pupil for worthy membership in the Church of God by offering moral and religious instruction. In preparing her work the teacher will be guided by this purpose.

Efficient spiritual training demands seeing far ahead. As soon as possible after the text, "Stories from the Old Testament," is out, the live Primary teacher will read the whole work through. She will get at once the general idea of the lesson's aims and will have before her from the first the truths to be taught during the course. Such a teacher will often be impressed by similar truths and will become rich in ideas needed by her children.

To apply the lesson truth so that children appreciate it is not easy. Far-seeing teachers having the lesson truths ever in mind will find during moments of reflection many ways of driving them home. It is far more difficult to get people to act out truth than it is to teach them truth. Then see the truths to be taught far ahead and you will find ways for having them carry over into life.

While all teachers should read the lessons through in order to gain this gen-

eral view of them, they will not be able generally to plan them for more than a month in advance of the time they are to be given. The fourth Sunday of the Teacher-Training class period is the time when the month's plans should be presented to the head teacher of the department. We urge all primary teachers faithfully to do this work. Come to the preparation meeting with a month's work carefully outlined. In this meeting you and your fellow teachers should consider your aims and how to apply them.

In planning each lesson you should also settle the question of what helps you need. What songs with each lesson? What pictures to enliven the work? How to use the picture in developing the lesson? Shall it be used in reviewing last Sunday's work or shall it be used in testing out the lesson immediately after its presentation to the class? Are there other devices that will make the lesson live? These questions must be answered before the lesson can be said to have been planned.

At the beginning of the new year your committee wishes to impress upon the Primary teacher the necessity of seeing ahead. "Where there is no vision the people perish."

## Kindergarten Department

*Wm. A. Morton, Chairman; Charles J. Ross; assisted by Ina Johnson*

### First Year

#### LESSONS FOR JANUARY, 1921

First Sunday, January 2, 1921

Promotions

Second Sunday, January 9, 1921

Lesson I. The Flight Into Egypt

Text: Matt. 2:12-23. Helps: "Jesus the Christ," Talmage, pp. 98, 99, 110; "Life of Christ," Farrar, Chapter 4; Weed's "A Life of Christ for the Young," Chapter 6.

Aim: Obedience to the promptings of the Holy Spirit brings protection.

Application: How and when does this little voice tell little boys and girls not to do things? Two kinds of promptings. Which one should we obey. How are we going to know which is right?

Suggestions: Lead up to the lesson by having the children talk about being prompted to do something; tell of some incident from your own life or life of some other; let children discuss it freely. Show how, through obedience to these promptings, they grow; if we don't heed them we lose their help and guidance.

Third Sunday, January 16, 1921

Lesson 2. The Childhood of Jesus

Text: Luke 2:39, 40. Helps: "Jesus the Christ," Talmage, pp. 111, 112; Farrar's "Life of Christ," Chapter 5; Weed's "A Life of Christ for the Young," Chapter 7.

Aim: Obedience to God's laws brings strength of body and spirit.

Suggestions: Lead the child to tell why he wants to grow big and strong. What is going to make him big and strong?

Fourth Sunday, January 23, 1921

Lesson 3. Jesus in the Temple

Text: Luke 2:40-52. Helps: "Jesus the Christ," Talmage, pp. 112-115; Farrar's "Life of Christ," Chapter 6; Weed's "A Life of Christ for the Young," Chapter 8.

Aim: Teachers will work out their own aim in this lesson—what you think it ought to be; also the application for child's life.

Fifth Sunday, January 30, 1921

Review





# Children's Section

## Elf and Fairy Folk

By Ruth Moench Bell

II—THE ELF OF CANDOR

The next day after Woppy's visit Dorothy Elinor sat down under the very same apple tree. It was the very same hour and the very same spot.

Dorothy was wishing with all her might that Woppy would come back. If he couldn't come she did hope that some member of the Elf family would come instead. They were so delightfully impudent. Woppy said that was why they were called Elves—because they were impudent.

She gazed at the branch on which she first saw Woppy. Sometimes she fancied some of the little twigs might be his legs dangling down. But they were always too still for Woppy's legs. Woppy simply had to keep this legs kicking.

Between the leaves of the tree Dorothy Elinor could see bits of the blue sky. Two spots right close together and as round as could be held her eyes. She could not look away from those two round, blue spots. And pretty soon she clapped her hand over her mouth to shut off a shriek of joy. The two round, blue spots turned out to be eyes—as round and as full of fun as could be.

There was the most comical laughing face around those two eyes—and the merriest teeth.

Dorothy Elinor thought, "Oh, you funny, funny-faced fellow! You look just like an owl."

And just at that moment the Elf winked. Dorothy Elinor's mouth

flew open. And she was shocked to hear herself saying, "Oh, you funny, funny-faced fellow! You look just like an owl."

She tried to say, "Oh, I'm sorry. I really didn't mean that." But her mouth would not open. It was exactly as though it had been locked.

Dorothy Elinor knew she was rude and she was so afraid the Elf might get angry and leave her. But instead he grinned, grinned with delight. He clicked his small, red heels together—flipped out of the tree—turned about twenty hand-springs right in the air and landed at her feet in less than five seconds.

Dorothy Elinor was so proud of him she spatted her hands for joy. Think of turning twenty hand-springs in the air!

Paul Harmon who was the "Champion" hand-spring turner in that town couldn't turn that many even on the ground. And Paul was a remarkable boy.

His mother knew he would be great at something even when he was a very small baby. That was why she named him Paul. She said she was—"not going to have any measly nick-names tacked on to her Paul." She chose something so short that the boys couldn't cut it any shorter.

And they didn't. They couldn't. So they just added some new features.

You can imagine then how Mrs. Harmon felt one day when she heard the boys shout: "Come on, Pollywog." She looked around to see which boy had that awful nick-name. And up

jumped her beautiful Paul. The worst of it was—Paul was proud of his nick-name. Every time he heard it his chest puffed out and he acted as if he'd been made a general in the king's army.

Mrs. Harmon could have cried with vexation. Fancy a poet or an artist called Pollywog. And after all her pains, too. She wished she had named him Richard. Then he'd only have been called Dick.

So when we say Pollywog remember we mean Paul Harmon who was some day to be a great artist or poet. Just then he was only an artist in turning hand-springs. Of course even that was a good beginning. And here this new Elf as tiny as Dorothy's finger could do better than Pollywog.

Dorothy Elinor gazed at the Elf's big blue eyes. They were so big and so wide open there was scarcely room for any face around them. It seemed like she could see all his thoughts in his eyes. They were as clear as electric lights.

Dorothy thought, "I do wish he'd turn his eyes off for a minute."

To her surprise the Elf winked and something clicked behind her jaw. Her mouth opened and she heard herself saying, "I do wish he'd turn his eyes off for a minute."

Dorothy Elinor grew red at her own rudeness. But the Elf clicked his heels with glee—leaped into the air and rolled on the ground with laughter.

"Ho! Ho!" he shrieked, "I made you do it again."

"Do what again?" Dorothy asked.

For answer he only laughed. "Ho! Ho! I'm going to have fun today." Dorothy Elinor didn't enjoy being laughed at and thought he was very impolite to do it. But to her dismay the Elf winked—her jaw clicked—her mouth opened. And this is what she said:

"I think you're horrid to laugh at

one. Nice people don't do that."

Dorothy Elinor clapped both hands over her mouth to make it quit talking. She might as well have tried to make an alarm clock stop bur-r-ring. Her mouth went right on talking in spite of her. The more her mouth chattered the more the Elf laughed.

Finally he quit long enough to say, "Well, come on let's go up to the house. I don't want this fun all to myself." Dorothy Elinor followed in some anxiety. She looked at his queer little back and she thought, "I do wish he'd tell me his name."

Out it came every word.

"Of course I will," he answered, "though I should think you'd guess by now. I'm the Elf of Candor and when I wink at anyone they have to say everything they think. My full name is Ogglewoggledoddlekins. People call me Doddlekins for short. I'm going to have a splendid time today."

Dorothy Elinor felt very uneasy. "Do you mean that I'll have to say everything I really think—all day?"

"Surely, he laughed, "that's the fun of it."

"It may be fun for you," said poor Dorothy, "but think of the misery for me. I wish I'd have had my nap as Blanchette wanted me to."

Just then the front door opened and Nurse Blanchette came out.

"Oh, you naughty Dorothy Elinor," she cried, "where have you been all this time? Come here and let me brush your hair for school."

"I just hate you! I just hate you! I just hate you!" Dorothy Elinor thought to herself. Then she remembered and looked at Doddlekins. He was winking. Dorothy Elinor's mouth flew open. And this is what she said to her kind, faithful nurse: "I just hate you! I just hate you! I just hate you!" It sounded like a song. And the worse of it was Dorothy Elinor only felt that way for about half a minute and then she dearly loved her nurse.

Doddlekins laughed so hard he fell off the door-knob where he'd perched himself. But Blanchette didn't laugh. And maybe you think she didn't find a lot of extra tangles in Dorothy's hair. And she just chewed on them and chewed on them with the comb till Dorothy nearly cried.

All the time Doddlekins was sitting on the dresser in the pin tray kicking the pins out onto the dresser-scarf. Then he played the tray was a boat and he took two hair-pins for oars. And everytime the nurse would lay the brush down he would teeter on it. By sitting on the handle he could go up and down beautifully. Once when Blanchette reached for the brush she almost got hold of him. But he wiggled out between her fingers and winked at Dorothy and out popped her thoughts.

"Oh, don't hurt Doddlekins!" she cried.

"Doddlekins?" Blanchette exclaimed in contempt. "And who in the world is Doddlekins?"

Just then Dorothy's mamma passed the door. "Come to breakfast, dear," she called softly.

Doddlekins slid down the bannisters and leaped off the post onto Dorothy's shoulder. And that was the way he rode in to breakfast. Dorothy Elinor thought it was great fun to have a fairy sitting on her shoulder.

When they reached the table off he jumped and sat on the edge of the sugar bowl. And when Dorothy's mamma reached for a spoonful of sugar she got the spoon right under poor Doddlekins and tipped him off into the cream pitcher.

Of course Mrs. Mason didn't see him and Dorothy Elinor was so afraid he'd get drowned. And when Mrs. Mason took hold of the cream pitcher Dorothy Elinor called right out, "Oh, mamma, look out for Doddlekins!" She was so fearful her mother would tip him into her hot coffee.

Luckily for Doddlekins, Dorothy Elinor's mother only poured him on

her mush. He hopped off quickly holding up the foot that almost got burnt and shaking and licking himself to get rid of the cream.

It was Dorothy Elinor's turn to laugh then. And she laughed so hard she had to be sent from the table.

"What did the child mean by 'Doddlekins?'" Mrs. Mason asked Blanchette after breakfast.

"I don't know, I'm sure, ma'am," the nurse replied. "She mentioned him once before this morning and she's been acting very strange besides."

You've seen boys walk rails like tight-rope walkers do, haven't you? Well, instead of walking rails Doddlekins walked pickets all the way to school. This was his way. He pulled his cap down over his head so the pickets wouldn't hurt. Then he'd stand on his head on one picket and give himself a flip and land on his feet on the next.

Dorothy Elinor told Paul Harmon and Georgie Riley about it. And they both tried it but not being fairies, there was no use.

All the way to school Dorothy Elinor felt very uneasy. She knew if she had to say everything she thought she'd get into all sorts of trouble. So she hit on a beautiful plan. She decided not to think.

It worked very well until noon. Dorothy Elinor kept saying to herself, "I won't think! I won't think!" But by noon she was pretty tired of that so she got help from her mother.

"How do you keep from thinking things that you mustn't say out loud?" she asked. Mrs. Mason thought that a very wise question and told Dorothy Elinor to think beautiful thoughts instead.

"Lovely," thought Dorothy. The only beautiful thought Dorothy Elinor could think of was a rhyme her papa often said to her mama. Dorothy thought this must be beautiful because her papa said it was so true.

Whenever she wasn't studying

Dorothy Elinor was saying over and over to herself so she couldn't think:

"Man wants but little here below;  
He is not hard to please.  
But woman, bless her little heart;  
Wants everything she sees."

Dorothy Elinor kept saying this till she got the words all twisted and would say sneeze instead of sees. Still she got along very well till the number work. Dorothy Elinor never did enjoy number work.

But her Cousin Bob said, "No girls like number work. They haven't brains enough." Wasn't he horrid? So after that Dorothy Elinor acted as if number work was a perfect joy to her and so easy.

Nobody ever guessed what her real thoughts were till that afternoon. As soon as she got out her book she caught Doddlekins winking at her. He was sitting on an apple on her desk.

As soon as he winked open went her mouth and right out loud when everything was as still as could be Dorothy Elinor shouted, "I just hate number work."

It sounded so loud. And poor Dorothy got so red. The teacher looked shocked and surprised. Dorothy Elinor was always so quiet and sweet. And then to suddenly shout right out loud, "I just hate number work!" no wonder the teacher was shocked.

The boys snorted. The girls giggled. Gracie Norton tipped her nose up in disdain and that was harder to stand than giggling. And Georgie Riley pulled a funny face at Dorothy and then pretended it was a mask and slid it off and threw it under his desk. And Doddlekins got exactly what he deserved. He laughed so hard he fell backwards off the apple and rolled on to the seat in front of Dorothy Elinor.

That seat was Tony Johnson's. Tony Johnson was the fat boy at school. Of course he didn't know that Doddlekins was behind him so

back he leaned and poor Doddlekins squeaked just like you do when your papa squeezes you too hard.

That set the children all to laughing. And the teacher frowned at Dorothy Elinor who really was in misery. Dorothy Elinor got all out of sorts then. At recess she simply jumped from one mishap into another.

To begin with—Gracie Norton came out feeling so proud of her new dress. She was batting the ribbons and admiring them. Dorothy Elinor looked at her—and out leaped her thoughts.

"It's too fussy and frilly and silly to wear to school," Dorothy's mouth said. She knew she was being disagreeable and she tried to quit. But the Elf winked again and her mouth went on talking. "You don't dare to play in it. You just stand around and look conceited."

Gracie began to cry and went in and told the teacher. The girls all stared at Dorothy—though some of them tittered. And Georgie Riley put on another face. That was too much for Dorothy Elinor. Then the great calamity of the day happened. Dorothy Elinor said to Georgie Riley what only one boy had ever dared to say. And he didn't know much about Georgie Riley or he would never have dared.

You see, Georgie Riley had red hair, only nobody dared to say so. Also he had large, very large, brown freckles about the size and color of ginger snaps.

Georgie had been a cruel blow to his mother's pride. She had wanted a wonderful boy and Georgie was quite ordinary, except that he was the most extreme case of boy any one ever saw.

Even as a baby he wanted a big stick instead of a rattle-box. They had to whistle his lullabies instead of singing them. As soon as Georgie's uncle saw him he said, "There's no use talking, that boy will have a burned back and a rag around one

toe all summer long." Which meant, I suppose, that he would go swimming and run barefoot no matter what his mother said.

Besides his red hair Georgie had a mouth that was so wide it touched his ears whenever he smiled. Whenever any one met him they had to wait till he quit smiling so they could see who he was.

Georgie was a very fast runner. He could out-run any pony. If he couldn't out-run the pony he would run through back lots and over fences where the pony couldn't follow. That is why Georgie Riley was never caught in any mischief.

But of course you must have heard of Georgie Riley. He even got into the newspaper. He was the boy that ran away from home because his mother would scrub his neck.

Georgie's papa often begged her no. to. But it seemed as though she'd got into the habit and couldn't quit. So Georgie ran away from home and they had to promise to ease up on the scrubblings before he'd come back.

So that was the kind of boy Georgie Riley was. Still his mother had made up her mind to be proud of him. She thought the easiest way to get around his red hair was to pretend she liked it. She said it was auburn and that only very ignorant people disliked auburn hair.

After he grew up none of the boys ever said red hair or even red anything. You see Georgie got his red hair from Ireland and a pair of fists that came right along with it. When the boys had to mention the colors of the flag they always said auburn, white and blue so as not to hurt Georgie's feelings.

One boy, a newcomer, made a mistake just once. He thought Georgie's hair was about the color of nasturtiums and he yelled out, "Hello, Nasturtiums! Why don't you wash off your ginger snaps!"

This was all Dorothy Elinor could think of when Georgie pulled that sec-

ond face at her. The moment she thought of it she saw the Elf wink at her. At once open went her mouth and she shouted just like a rude boy, "Hello, Nasturtiums! Why don't you wash off your ginger snaps!"

It sounded dreadful coming from a sweet, little girl. But she couldn't help it after she thought it. All she wished was that she hadn't thought it.

Maybe you think Georgie Riley didn't double up his fists and come for Dorothy. Girl or not she shouldn't poke fun at him. Everybody shivered. Dorothy screamed for help, but nobody dared to help her. Georgie Riley was a whole army.

He was almost up to her when down he went smash on the ground. Duddlekins couldn't let a boy hit a girl so he caught Georgie's foot and down he went, red hair, freckles and all.

Dorothy opened her eyes and there she was under the old apple tree. "Oh, I'll never, never think anything mean again," she sighed.

## Happyland

By H. Oxley Stengel

The land in which the Red Cross wishes everychild to dwell.

### I.

Oh, Happyland, bordering on Fairyland, is a land of blue, blue skies. It's very close to Every-day-land but here's where the difference lies:—in Happyland children are cheerful and jolly and healthy, you know, as the fairies and pixies of Fairyland—where nightly in dreams all can go—while so often in dull Every-day-land there's discontent, suffering and care. There's no reason why children should stay there when so close to Happyland fair.

These wee little lads and sweet lassies have adventures in plenty by day, and are no sooner asleep than the pixies come in on the breeze—and

away! On the sweet fresh air they are carried—right off to the realm of delight—for healthy children from Happyland can count on new pleasures each night. If their "passports," when carefully examined by the conductors of parties on air, prove Health rules have not been neglected and no-one's a slacker "Don't Care."

Next time I shall tell an adventure they had with dear Airy Elf; (just a hint—go to bed early and, who

right to dwell in sunny Happyland where all is well—Airy Elf laughed and whispered low, "Come lads and lassies for we will go over the border of Happyland fair into Fairyland's sweet night air." Laughing and skipping the dreamers sped after sweet Airy Elf, and each child said, "I opened *my* window on going to bed so you could find *me*, Airy Elf, and I'm ready for a long night of adventure myself!"



#### IN FAIRYLAND

knows? You might meet her yourself!)

#### II.

Now Airy Elf is a child of light and thrives on *air*; and her delight is to take lads and lassies out and show how Mother Nature helps them grow. She found them all ready and sound asleep and made an inspection by taking a peep at the teeth of each "Happychild" just to see if each had been brushed as they *ought* to be. Then, satisfied that each one had obeyed *this* rule of Happyland—for teeth *decayed* can rob dear children of the

It wasn't long before they found the loveliest spot in the country 'round—and this country was charming Fairyland too—the land where all *beautiful* dreams come true! There was a tiny lake *so crystal clear*, and exquisite flowers growing so near that each one's double appeared to stand on its tiny head in the sparkling sand under the water; and birds and bees formed woodland orchestras under the trees.

There were games in a circle that all might enjoy—each elf and each pixie, each girl and each boy. When weary with playing they sat down to

rest and 'twas then that they had a novel contest.

### III.

"Now my dears," said wee Airy, with a look ever so wise, "I am sure that all present would try for a prize. A contest I've planned and the prize is to go to the lad or the lass who *deserves* it, you know. I have here some leaves—not the sort *you* use in a book—but which grew on the willow that shadows the brook. The pens, you'll observe, are genuine quills with points just as sharp as woodpeckers' bills! For ink, we have berry juice—dripping rose red. At a signal to write, you may all go ahead. But first I'll explain what the contest's about: What Happyland's like as you've found it out. Now write—when you've finished a book we will make and read it together and then a vote take on *the most helpful hints* for the child who would know this wonderful land where all children should go.

The lads and the lassies showed bright eager eyes at the thought of thus *serving* (as well as the prize). The result of their efforts we'll read when they're through, and perhaps some hint *may* be helpful to *you*.

If *you've* visited Hapyland for even *one* day, I am sure you could write a page just as gay of scenes you remember, (or the songs of the brook), which might well be included in the Happyland book.

(TO BE CONTINUED)

### Emily's Questions

Young children make odd remarks and ask queer questions.

Little Emily is between three and four years of age. Some time ago, while at dinner, she was eating cake. She liked it, and when the piece was eaten she asked her mama for more.

"Have you eaten all you had?" asked Mama.

"Yes," answered Emily, "didn't you hear it go down my throat?"

Sometimes this little girl is slow to eat, and her mama has to coax her. One day she was trying to persuade her to eat her breakfast. "You must eat, so you will grow big," urged the mother.

Emily thought a moment and then asked, "Why does papa eat when he is already big?"

One day Emily asked, "Mama, when are you going to buy me a new pink dress?"

"O, some day," answered Mama.

"Well, ain't today some day?" Emily inquired.

### The Busy Man

If you want to get a favor done

By some obliging friend,  
And want a promise safe and sure,

On which you may depend,

Don't go to him who always has

Much leisure time to plan,

But if you want your favor done,

Just ask the busy man.

The man with leisure never has

A moment he can spare.

He's always "putting off" until

His friends are in despair.

But he whose every waking hour

Is crowded full of work,

Forgets the art of washing time—

He can not stop to shirk.

So when you want a favor done,

And want it right away,

Go to the man who constantly

Works twenty hours a day.

He'll find a moment, sure, somewhere,

That has no other use,

And fix you, while the idle man

Is framing an excuse.

—W. H. Willis, in *New York Ledger*.



# THE CHILDREN'S BUDGET BOX

The Budget Box is written entirely by children under seventeen years of age. To encourage them, the "Juvenile Instructor" offers book prizes for the following:

Best original verses of not to exceed twenty lines.

Best original story of not to exceed three hundred words.

Best amateur photograph, any size.

Best original drawing, black and white.

Every contribution must bear the name, age and address of the sender, and must be endorsed by teacher, parent or guardian as original.

Verses or stories should be written on one side of the paper only. Drawings must be in black and white and on plain white paper, and must not be folded.

Address: The Children's Budget Box, "Juvenile Instructor," 47 East South Temple Street, Salt Lake City, Utah.

## A Faithful Dog

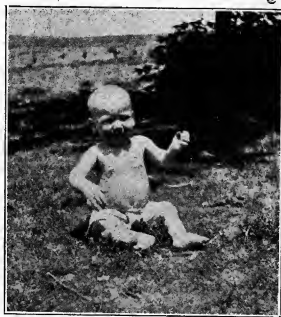
Jock was a very big dog, but was not vicious. His master, a boy thirteen years old, was named Tom, but was not kind to the dog, and used to beat it very cruelly. One day he went down to bathe in a river, although his mother had forbade him to. Jock went with him, and after Tom had been bathing for quite a long time, he felt he was being carried out to sea with the current. He screamed for help, and Jock hearing his master's voice, plunged into the water, and swam to his master. When he caught up with Tom, he grabbed his collar with his teeth, and swam with him to the shore. Tom was too exhausted to walk home, so he sent Jock home to fetch his mother. When his mother came back with Jock, she helped Tom home, and sent for the doctor. When the doctor came, he said that Tom would be better soon, and told his mother to keep him in bed, till he had gotten over the shock.

One day while Tom was in bed, his mother came into his room, and talked to him about animals, and told him he

should be kind to them, and treat Jock better than he had in the past. When Tom got better, he always treated Jock kindly, and he found it paid to treat him so.

Gerald Smith,

Age 11      Grove Road, Mowbray,  
South Africa.



My Baby Brother

Photo by Verla Anderson

Age 11.

R. F. D. No. 2,  
Tremonton, Utah.



### My Baby Brother

I have a baby brother,  
He is just a tiny one,  
He looks just like his mother  
And he always sucks his thumb.

He has ten tiny little toes  
And two big shiny eyes,  
He has the cutest little nose,  
And he's always looking wise.

Father likes him very much,  
And so does brother Jim,  
Sister says he's very cute,  
And I think the world of him.

He's a tiny bit of Heaven,  
Sent down to bless our home,  
And we are happy all day long,  
Because he is our own.

Nellie Palmer,  
Age 13 Cane Beds,  
Arizona.



Sunday School, Chico, California

Chico, Cal.,

*Dear Friends:* I am sending you a photo of our second Sunday School held in our home. We were not members of the Church at the time this picture was taken, but father, mother, brother and I were baptized last week.

Our Sunday School will be organized in the near future. Our teacher has read several nice stories from the "Juvenile" which we enjoy a great deal.

Elder Allred teaches the parents while we children are under Elder Frost. We sure like the Sunday work, although we have had but six classes. The elders have been laboring here since January first. I am nine years old. Our school just let out last week.

Dortha Rose McCauley,  
Age 9 5023 Second Street,  
Chico, Cal.



Photo by Darwin Adams  
Age 15. Alma, Idaho

### The Blue Birds

Last spring Barton and I asked mother to let us plant the little garden patch to the south side of the house. She said we might. So we got our seeds and went to work with a will.

All at once we saw something fly over our heads. We looked in time to see a beautiful blue bird flying by. It lit on the eve of the house. It was the father, and the mother bird soon came.

The mother was more of a gray color but the father was a beautiful blue.

They kept flying around a knot hole in the side of the house. We watched them, and soon found that they were carrying bits of straw and strings to build a nest.

In about two or three weeks we could hear the little ones saying,

"Tweet! tweet!" and then came the working when all the little mouths needed filling. They would work from early until late gathering worms and crickets out of the gardens keeping them from eating the gardens.

So I hope the boys and girls will not kill any more birds.

Clea H. Davis,  
Age 14 Ramah, New Mex.

### Our Baby

We have a little baby,  
Her name is Rosalie,  
And all the folks at our house say  
She's sweet as sweet can be.

Her hair is black, and soft as silk,  
Her eyes are a beautiful brown.  
We all think our baby  
The sweetest in the town.

She walks by chairs, and creeps, and  
talks,

Though she's only nine months' old,  
And she is always happy,  
And just as good as gold.

Leola Barnes,  
Age 8 Blackfoot, Ida.



By Carl Krogue  
Box 156, Montpelier, Idaho

### Baby's Lullaby

Lying in your little bed  
Resting thy curly head.  
Baby eyes shut so tight,  
Sleeping all the night.  
No longer blue eyes peek,  
But the trail to Dreamland seek.  
Stars fill the heaven with light  
It seems to be not night,  
But sleep baby sleep.

Jean Russell,  
Age 10 358 N. 4th East,  
Logan, Utah.



Age 14.

Photo by Phebe Linford

Liberty, Idaho

### Crossing the Plains

In the year eighteen forty-one, my great grand parents were crossing the Atlantic Ocean. While on the ocean it became very rough. While at its roughest a little baby boy was born. The little boy happened to be my grandfather.

The captain of the ship offered Great Grandmother a certificate which would entitle her baby boy to ride all waters free of charge.

This little boy grew to be a good, honest man, and a Latter-day Saint. He was married and raised a large family, all being Latter-day Saints.

He has eighty-two grand children, twenty-four great grand children, and eleven children.

Ruby Craig,  
Age 13 Layton, Utah.



By Mabel Jensen  
Age 15 Box 107, Centerfield, Ut.

### My Grandma

Have you ever had a grandma?

If not, you are out of luck;  
For grandmas can tell stories  
About the fairies and the duck.  
She can knit most anything, I tell you.  
Stockings and mittens, too,  
She can tell you the most lot of stories  
And every one of them true.

I love every line and wrinkle,  
And the silver in her hair,  
But of all things I love the most—  
Is to linger near her chair.  
To feel her loving spirit,  
That reaches out to all,  
It is like a gentle breeze in summer.  
That comes from the trees so tall.

She is the dearest, sweetest grandma,  
As I have already told;  
And you couldn't buy her from us,  
With all your wealth and gold,  
And may she live forever.  
Guiding us on her way,  
Sewing seeds of sunshine,  
All the live long day.

Daryl Bagley,  
Age 11 47 So. 7th E. S. L. C., U.

### Five Reasons Why I am a "Mormon"

First, and the biggest reason, I have been brought up in the Church and have known no other religion.

Second, as I grow older I can see more for myself and understand the Gospel better.

Third, it strengthens my testimony to hear others bear their's.

Fourth, I have had my patriarchal blessing and been promised many wonderful blessings if I live the Gospel.

Fifth, I know there is some power beyond that of man in which we can trust.

Cindicia Emert,  
Age 16 Vernal, Utah.



By Betta Larson  
Age 11. Box 363, Oakley, Ida.

### The Birds' Return

When the birds flock back to their  
summer homes,

When merry songs they sing!  
And the music echoes far and wide,  
Till it makes the woodlands ring.

The groups of pussy willows,  
Are all arrayed in white,  
And the buds on the elm and maple,  
Seem to grow in a single night.

The Bobolink on the poplar limb,  
Or hiding in the reeds,  
Sings loud and clear to the passers by  
And boasts of courageous deeds.

The Robin, too, is happy.  
Yet his troubles are still as of old—  
If he doesn't hurry and help built the  
nest,  
His wife will begin to scold.

And, if we watch right closely,  
We'll see the young ones learn  
To fly, sing and hop about,  
After all the birds return.

Percy Poulsen,  
Age 14 Magrath, Alberta, Canada

### Winter

Said old man Winter, jumping out of  
bed,  
Rubbing his eyes, and scratching his  
head.

"Sultry old Summer has faded away,  
Come Jackie Frost, run out and play,  
Go paint on the windows beautiful  
scenes,

Magnificent castles fit for queens,  
Mountains in the distance and trees  
nearer,  
Sparkling lakes that reflect like a mir-  
ror.

Wake up Mr. North Wind, and blow,  
blow, blow,

'Til the clouds cover the bare ground  
with snow,

Brightening the earth a carpet white,  
Making it glisten in the pale moon-  
light."

Thus, Jack Frost made his rounds,  
the North Wind blew,  
And old man Winter a success he  
knew

Was made that winter and he laughed  
aloud,

For of this he was most happy and  
proud.

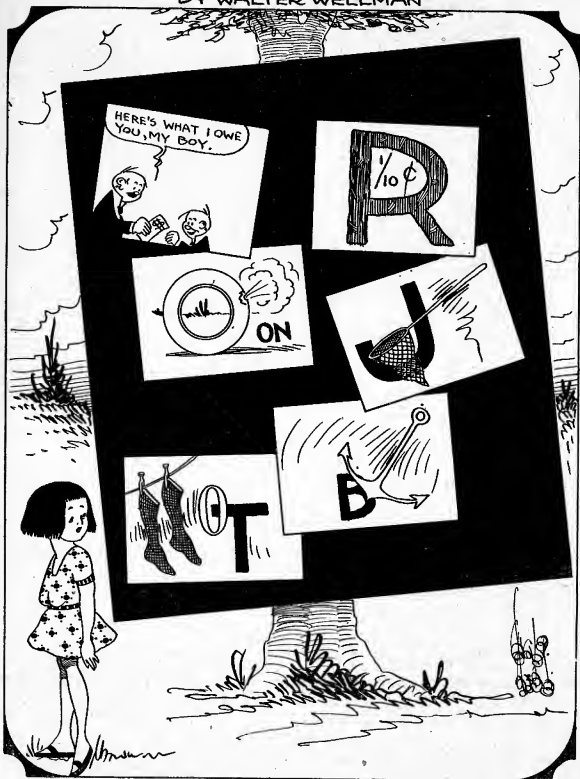
Miss Lydia Hartle,  
Age 14 R. F. D. No. 2, Box 92,  
Salt Lake City, Utah.



By Zina McConkie  
Age 15. Maeser, Utah

# MIXED PUZZLE

BY WALTER WELLMAN



One picture represents my name. Another one my brother's name; another my birthplace in Utah; what I want to be when I grow up; my father's occupation, and my favorite bird.



Prizes of books will be given to the first ten of those under seventeen who correctly solve the above puzzle, and send us the best original drawing, or photograph, or the best article of not to exceed two hundred words, or poem of not to exceed twenty lines on any














subject. Answers must be in by December 1, 1920, and all contributions are subject to the rules provided in "The Children's Budget Box." Address Puzzle Editor, *Juvenile Instructor*, Room 202, L. D. S. Church Office Building, Salt Lake City, Utah.
















# Prindy and the Wishes

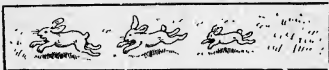
XI



**W**AKE up, children!" cried Mrs. Longear. "The  are calling, and you are to have a lesson in hopping this morning!" "So now I am a Rabbit!" said , scurrying out of the burrow with the rest.

Mr. Longear was waiting for them outside. "I have here a delicious bit of ,," he said, "and whoever jumps the farthest shall have it for a prize." Freddy and Flossy clapped their  for joy. "You do not hop very well, Prindy dear," said Mr. Longear. "But watch  and  and you will soon learn." Then he set a  for a mark and they all hopped and Freddy won the prize. "Very good," said Mr. Longear. "And now we will go for a picnic! In the garden beyond the field are young  and , but the farmer's man is cutting the grass with his sharp , so look out for your !" Then away they all hopped to the garden beyond the field and sat among the  and nibbled the young  and  and had a delightful time till Prince heard them laughing and rattled his .

"A !" cried Mrs. Longear, dropping her . "Hop, children, hop!" and helter-skelter, away they went through the field, home. But little Flossy was too frightened to run, and she sat down trembling in the deep  and along came the farmer's  and cut off her long  with his sharp ! "Oh, my ear!" squealed Flossy. "My beautiful ! I shall never have it again!" But pop! Prindy thought of her little  and out came her little  and  and she sewed Flossy's beautiful  on again as good as new. "I will give you all my !" cried Flossy, as they went hopping joyfully home. "I can never thank you enough, my dear!" cried Mrs. Longear, hugging them both. "For what good is the most beautiful  with only one !" Then they all settled down happily for the night. "It is fun to live with the rabbits!" thought . "I wish, I wish!" And pop! she was not in the burrow any more but sitting on the roof of the barn!





# THE FUNNY BONE

## Only a Sunburst

Mrs. Bloat: Did you see my sunburst at the party last night?

Friend: No, but I thought he would if he ate another bite.—Lone Scout.

## Memory

Teacher: "Madge can you tell me what memory is?"

Madge: "Memory is the thing you forget with."

## Oh, Rufus

Hoax: I dreamed last night that a burglar stole our new golden clock. When I woke up I looked to see if it was still there.

Joax: Was it gone?

Hoax: No; but it was going.

## A Point of Order

Troop president at troop meeting: Now I want you scouts to be so quiet that you could hear a pin drop.

Small voice at the back of the room when everything was quiet: Let 'er drop.  
—May Boys' Life.

## Unexpired

A very old man was accosted in the village street by a stranger, who said:

"Excuse me, but you must be a great age?"

"Yes," replied the old gentleman, "I'm getting on for ninety-five."

"And have you lived here all your life?" asked the stranger.

"No—not yet," was the reply.

## Unanswerable

A furrier was selling a coat to a lady. "Yes, ma'am," he said, "I guarantee this to be genuine skunk fur that will wear for years."

"But suppose I get it wet in the rain," asked the lady, "what effect will the water have on it? Won't it spoil?"

"Madam," answered the furrier, "I have only one answer. Did you ever hear of a skunk carrying an umbrella?"

## Soft

"I always sleep with my gloves on. That is what makes my hands so soft."

"H'm, I suppose you sleep with your hat on also?"—Boys' Life.

## And the Deaf Man Saw a Flock and Herd

A dumb man once picked up a wheel and spoke.

A blind man once picked up a hammer and saw.—Boys' Life.

## Questionnaire

Johnny: I wonder what we're here in the world for?

Nellie: To help others, of course.

Johnny: Well, then what are the others put here for?

## A Discerning Chaplain

A visitor to our Senate asked a policeman if the chaplain prayed for the members.

"No," was the reply. "He walks into the house, looks round at the lot, and then prays for the country."

## A Thrifty Mother

"I get a penny every time I take my cod liver oil."

"What do you do with them?"

"Mother puts 'em in a money box till there's enough, and then buys another bottle of cod liver oil."

## Might Have Been Worse

"Pwath's th' matter wid ye?" enquired Doolan of Murphy, who was sucking his thumb, whilst his face plainly showed signs of excruciating pain.

"Shure, Oi've just hit me thumb wid an 'ammer," moaned Murphy, as he exhibited the injured member for inspection.

"I'm sorry for ye," remarked Doolan, sympathetically.

"Be jabbers, it would 'ave bin wuss," declared Murphy, with some consolation, "if I'd had 'old o' th' 'ammer wid both 'ands."





BRINKERHOFF PIANO CO.

Here's a medium  
priced

**PIANO**

of

enduring quality

*A full, rich,  
brilliant tone*

TONE is the supreme test. That's the REAL deciding point in your purchase of a piano. And the one of the Brinkerhoff Piano appeals instantly to the most critical.

## A Permanent Guarantee

The guarantee of the Brinkerhoff piano is unusual. It is what we call a "permanent" guarantee because it protects the purchaser for life against defects of material or workmanship. Get the free catalog and read more about it.



## THIS COUPON BRINGS FREE BOOK

Just use a lead pencil, if handier. Never mind pen and ink. (J)  
CONSOLIDATED MUSIC CO.,  
Salt Lake City, Utah.

Please send me free postpaid copy of the Brinkerhoff catalog, with prices and lowest terms. This does not oblige me. does not oblige me.

Name .....

Address .....



13 to 19 East First South, Salt Lake





when you look sadly over your fields of ruined grain, it will be too late to think of what a comfort a

## Hail Insurance Policy

*in the Hartford Fire Insurance Co.*

would have been. The time to think about such things is right *now* before the storm comes. Hartford Hail Insurance costs little and will add much to your peace of mind. May we talk to you about it?

**HEBER J. GRANT & CO., State Agents**  
22 MAIN, SALT LAKE CITY, UTAH

## The Deseret News

*Job Printing*

WEDDING  
INVITATIONS  
CALLING CARDS  
*Printed or Engraved*  
OFFICE  
STATIONERY  
BOOK BINDING

Job Dept. Office,  
17 W. South Temple

## *It's Time to Think of Christmas Cards*

—and to obtain the best results you should order as early as possible. To be fair to us and yourself, to give you the kind of work expected from The house of Pembroke you should order now.

*A most complete  
showing ready  
for your consideration*

The House of  
**Pembroke**  
22 East Broadway

UNION  
MADE



DAYLIGHT  
FACTORY

### "NEVER-RIP" BRANDS

Overalls, Mechanic Suits, Khaki Pants and Coats, "Allovers" for Kiddies, Riding and Hiking Pants, "Made-Rite" Work Shirts. Ask your dealer for them.

**JOHN SCOWROFT & SONS CO.**  
OGDEN, UTAH, SINCE 1880



## ICE CREAM CANDIES, LUNCHES

For all Ward or Home Entertainments KEELEY'S ICE CREAM, PUNCHES, CANDIES And CAKES are always preferred. Phone Was. 3223

### FOUR RETAIL STORES

55 So. Main, 260 So. State, 160 So. Main, Candy Dept. at Walker's



## The Wise Man Takes No Chances

One of our splendid policies assures the necessities for the family—Education for the children.

Does Your Life Insurance Money Stay at Home?

### Beneficial Life Insurance Co.

The Big Home Company  
Vermont Building  
Heber J. Grant, Pres. Salt Lake City  
Lorenzo N. Stohl, Mgr.

SAY THAT YOU SAW IT IN THE JUVENILE INSTRUCTOR